

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0101 - DEWITT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.91%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.28%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.39%	Y
Participation Rate: Math	96.91%	95.00%	94.05%	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	32.26%	31.27%	26.25%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.65%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	36.47%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.35%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.77%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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**LEA: 0104 - STUTTGART SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.92%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.72%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.85%	Y
Participation Rate: Math	96.91%	95.00%	98.08%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	29.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.27%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.80% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.22%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	85.71%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	50.00%	5.56%	50.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	50.00%	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	50.00%	11.68%	50.00%	33.08%	50.00%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	50.00%	N	54.65%	57.17%	50.00%	N	72.87%	75.95%	50.00%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	84.27%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

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2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0201 - CROSSETT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	71.43%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.44%	N
Proficiency Rate: Mathematics	40.56%	40.13%	30.11%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.42% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.90%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.48%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.00%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0203 - HAMBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.12%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	21.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.57%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.23% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	91.94%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.08%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.54%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0302 - COTTER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.33%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	89.36%	N
Participation Rate: Math	96.91%	95.00%	90.74%	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	32.26%	31.27%	28.57%	N
Proficiency Rate: Mathematics	40.56%	40.13%	44.90%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.01%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.33%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.37%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	68.75%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.92%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.05%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	43.14%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	40.67%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.22% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	73.30%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.32%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.73%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.41%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0304 - NORFORK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	87.50%	N
Participation Rate: Math	96.91%	95.00%	92.11%	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	32.26%	31.27%	45.71%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.71%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	83.53%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.94%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0401 - BENTONVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.32%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.28%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.57%	Y
Participation Rate: Math	96.91%	95.00%	98.33%	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	32.26%	31.27%	44.99%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.89%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.16% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.23%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	21.63%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	2.78%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	12.31%	2.17%	7.69%	1.77%	9.23%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	10.77%	8.25%	12.31%	5.56%	12.31%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	43.08%	34.93%	46.15%	19.80%	44.62%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	24.62%	42.97%	27.69%	39.80%	26.15%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	9.23%	11.68%	6.15%	33.08%	7.69%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	74.58%	N	88.20%	89.98%	78.69%	N	89.05%	90.71%	76.67%	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	63.18%	66.32%	33.85%	N	54.65%	57.17%	33.85%	N	72.87%	75.95%	33.85%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	88.00%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	97.16%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 0402 - DECATUR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.44%	N
Participation Rate: Math	96.91%	95.00%	94.44%	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	32.26%	31.27%	26.47%	N
Proficiency Rate: Mathematics	40.56%	40.13%	32.35%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.93%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.69%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	83.33%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0403 - GENTRY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.45%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.09%	N
Proficiency Rate: Mathematics	40.56%	40.13%	40.21%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.38%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.07%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.07%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.00%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	33.33%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	33.33%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	33.33%	N

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0404 - GRAVETTE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	92.31%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.14%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.22%	Y
Participation Rate: Math	96.91%	95.00%	96.50%	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	32.26%	31.27%	45.31%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.19% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	64.50%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.52%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.26%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0405 - ROGERS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.55%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.58%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.77%	Y
Participation Rate: Math	96.91%	95.00%	98.13%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	46.66%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	54.18%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.23% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	49.53%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.39%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.25%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.61%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.55%	Y
Participation Rate: Math	96.91%	95.00%	98.06%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	35.14%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.17%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.19% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	74.94%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.22%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.77%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.24%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.43%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.09%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	36.36%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.46%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.32% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.25%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.94%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.10%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.73%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	41.86%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.55%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	85.51%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	40.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	80.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	80.00%	Y

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0442 - NORTHWEST ARKANSAS CLASSICAL ACADEMY**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	-1.00%	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	86.96%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	62.50%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0501 - ALPENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	33.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.63% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	59.09%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.14%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.16%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0502 - BERGMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.67%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	40.30%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	57.75%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.41% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	69.84%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.76%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.56%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0503 - HARRISON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.21%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.09%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	96.90%	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	32.26%	31.27%	46.46%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	44.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.44% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.79%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.34%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	18.42%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	3.70%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	11.11%	8.25%	3.70%	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	18.52%	34.93%	44.44%	19.80%	18.52%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	40.74%	42.97%	37.04%	39.80%	33.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	29.63%	11.68%	14.81%	33.08%	44.44%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	84.21%	N	88.20%	89.98%	95.65%	Y	89.05%	90.71%	93.33%	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	63.18%	66.32%	70.37%	Y	54.65%	57.17%	51.85%	N	72.87%	75.95%	77.78%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	96.55%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	92.94%	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 related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0504 - OMAHA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	29.03%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.36%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.28% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.63%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.55%	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	32.26%	31.27%	35.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	41.18%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.24% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	70.10%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.15%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.00%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	23.68%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.50%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.33% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	47.54%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.56%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	27.68%	Y



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	17.92%	8.25%	19.81%	5.56%	8.49%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	27.36%	34.93%	32.08%	19.80%	13.21%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	27.36%	42.97%	36.79%	39.80%	38.68%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	27.36%	11.68%	11.32%	33.08%	39.62%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	75.32%	N	88.20%	89.98%	77.66%	N	89.05%	90.71%	85.94%	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	63.18%	66.32%	54.72%	N	54.65%	57.17%	48.11%	N	72.87%	75.95%	78.30%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	89.29%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0601 - HERMITAGE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	90.91%	N
Participation Rate: Math	96.91%	95.00%	92.00%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	52.17%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.27% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	90.00%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.00%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	50.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	100.00%	Y

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0602 - WARREN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.53%	Y
Participation Rate: Math	96.91%	95.00%	97.47%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	14.93%	N
Proficiency Rate: Mathematics	40.56%	40.13%	24.68%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.57% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	89.31%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.82%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	99.12%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0701 - HAMPTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	11.76%	N
Proficiency Rate: Mathematics	40.56%	40.13%	34.29%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.63% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	74.24%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.52%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0801 - BERRYVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.40%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.31%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	30.77%	N
Proficiency Rate: Mathematics	40.56%	40.13%	51.90%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.01% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.35%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.56%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.37%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 0802 - EUREKA SPRINGS SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.94%	N

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

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.67%	Y
Participation Rate: Math	96.91%	95.00%	96.08%	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	32.26%	31.27%	23.81%	N
Proficiency Rate: Mathematics	40.56%	40.13%	48.98%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	64.44%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.44%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.57%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	7.69%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.65%	Y
Participation Rate: Math	96.91%	95.00%	96.55%	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	32.26%	31.27%	16.44%	N
Proficiency Rate: Mathematics	40.56%	40.13%	23.81%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.39% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	51.64%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	22.95%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.46%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	16.67%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	33.33%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	33.33%	N

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0901 - DERMOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.30%	Y
Participation Rate: Math	96.91%	95.00%	92.50%	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	32.26%	31.27%	16.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	21.62%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-1.19% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.50%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	19.64%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.00%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 0903 - LAKESIDE SCHOOL DISTRICT (CHICOT)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	88.33%	N
Participation Rate: Math	96.91%	95.00%	85.48%	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	32.26%	31.27%	24.53%	N
Proficiency Rate: Mathematics	40.56%	40.13%	20.75%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	75.22%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.50%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.91%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1002 - ARKADELPHIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.29%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.52%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.17%	N
Proficiency Rate: Mathematics	40.56%	40.13%	33.08%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.28% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.23%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.09%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.65%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1003 - GURDON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	5.71%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.11%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.39% pts	N

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	75.24%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.71%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.00%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

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

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	48.22%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	9.26%	8.25%	4.17%	5.56%	7.87%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	29.17%	34.93%	53.24%	19.80%	26.85%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	40.74%	42.97%	37.50%	39.80%	42.59%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	20.83%	11.68%	5.09%	33.08%	22.69%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	88.30%	N	88.20%	89.98%	95.61%	Y	89.05%	90.71%	89.82%	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	63.18%	66.32%	61.57%	N	54.65%	57.17%	42.59%	N	72.87%	75.95%	65.28%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	96.09%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1101 - CORNING SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.61%	Y
Participation Rate: Math	96.91%	95.00%	97.33%	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	32.26%	31.27%	30.99%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.62%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.24% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	42.62%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.38%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.75%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1104 - PIGGOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.48%	Y
Participation Rate: Math	96.91%	95.00%	97.01%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	32.31%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	47.69%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.40% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	43.90%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.88%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.86%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	11.11%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	55.56%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	66.67%	Y

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1106 - RECTOR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.65%	Y
Participation Rate: Math	96.91%	95.00%	96.49%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	22.73%	N
Proficiency Rate: Mathematics	40.56%	40.13%	34.55%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.73%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.14%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1201 - CONCORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	40.54%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	51.28%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.33%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.33%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.71%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1202 - HEBER SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.54%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.06%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	29.17%	N
Proficiency Rate: Mathematics	40.56%	40.13%	40.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.06% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.21%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.72%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.08%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1203 - QUITMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	85.71%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	88.89%	N
Participation Rate: Math	96.91%	95.00%	86.89%	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	32.26%	31.27%	27.08%	N
Proficiency Rate: Mathematics	40.56%	40.13%	33.96%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.54% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	59.00%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.00%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.89%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
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2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1204 - WESTSIDE SCHOOL DISTRICT (CLEBURNE)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	92.86%	N
Participation Rate: Math	96.91%	95.00%	92.86%	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	32.26%	31.27%	30.77%	N
Proficiency Rate: Mathematics	40.56%	40.13%	46.15%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	82.43%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.41%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.46%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1304 - WOODLAWN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	42.11%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	38.10%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.51% pts	N

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	90.32%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1305 - CLEVELAND COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.83%	Y
Participation Rate: Math	96.91%	95.00%	96.55%	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	32.26%	31.27%	15.22%	N
Proficiency Rate: Mathematics	40.56%	40.13%	39.29%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.06% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	89.13%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.26%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	20.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	80.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	80.00%	Y

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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**LEA: 1402 - MAGNOLIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.88%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.86%	Y
Participation Rate: Math	96.91%	95.00%	96.18%	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	32.26%	31.27%	22.63%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.76%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.16% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	33.82%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.00%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	84.87%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	75.00%	N

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1408 - EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.70%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	35.42%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	35.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.29%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.82%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.20%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	86.67%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1503 - NEMO VISTA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	47.50%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	64.44%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.24% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.31%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.81%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.71%	N

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1505 - WONDERVIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	33.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	44.44%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.55% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.86%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1507 - SO. CONWAY CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.78%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.25%	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	32.26%	31.27%	20.79%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.57%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.28% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.93%	Y

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.41%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.35%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1520 - ARCH FORD EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	3.32%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	2.75%	Y

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	5.31%	8.25%	14.01%	5.56%	4.11%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	4.83%	34.93%	17.39%	19.80%	3.62%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	10.87%	42.97%	50.00%	39.80%	12.32%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	78.99%	11.68%	18.60%	33.08%	79.95%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	74.71%	N	88.20%	89.98%	82.79%	N	89.05%	90.71%	79.52%	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	63.18%	66.32%	89.86%	Y	54.65%	57.17%	68.60%	Y	72.87%	75.95%	92.27%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	98.58%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1601 - BAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	31.11%	N
Proficiency Rate: Mathematics	40.56%	40.13%	47.92%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.40% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	41.77%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.13%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.61%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

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

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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2013/14 School Year  
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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 1602 - WESTSIDE CONS. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.76%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	25.95%	N
Proficiency Rate: Mathematics	40.56%	40.13%	39.44%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.20% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	47.53%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.20%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	6.17%	N

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.83%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

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

**Indicator 10: Disproportionality-Child with a Disability**

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

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

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

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

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

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1603 - BROOKLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.08%	N

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

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.60%	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	32.26%	31.27%	52.50%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	57.38%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.24% pts	Y

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

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

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

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

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	52.09%	N

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

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.88%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.47%	Y

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

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

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

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

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.02%	Y

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

**Indicator 09: Disproportionality - Eligibility**

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

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	25.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	75.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	75.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1605 - BUFFALO IS. CENTRAL SCH. DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.91%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.59%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.31%	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	32.26%	31.27%	36.36%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	41.38%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.15% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	32.69%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.85%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.68%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1608 - JONESBORO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.49%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.09%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.95%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.94%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.43%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.31% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	38.79%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.01%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.41%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	15.09%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	43.40%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	43.40%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1611 - NETTLETON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.02%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.65%	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	32.26%	31.27%	25.65%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.04%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.65% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	42.06%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.79%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.45%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.54%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	16.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	64.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	68.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1612 - VALLEY VIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.47%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	Y
Literacy	Y	-	9.92%	Y
Mathematics	Y	-	3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.24%	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	32.26%	31.27%	50.38%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	54.62%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.09% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	68.72%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.30%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1613 - RIVERSIDE SCHOOL DISTRICT (CRAIGHEAD)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.59%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.35%	N
Proficiency Rate: Mathematics	40.56%	40.13%	29.73%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.03%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.45%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.70%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1701 - ALMA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	85.71%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.07%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.72%	Y
Participation Rate: Math	96.91%	95.00%	97.21%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	41.13%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.41%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.10% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	75.98%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.27%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.18%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1702 - CEDARVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	Y
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.06%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	17.91%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.82%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.38% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.61%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.34%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.11%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1703 - MOUNTAINBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.77%	Y
Participation Rate: Math	96.91%	95.00%	96.72%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	38.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	38.98%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.50% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.90%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.35%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1704 - MULBERRY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	10.71%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	31.25%	N
Proficiency Rate: Mathematics	40.56%	40.13%	24.24%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.68% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.82%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.64%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1705 - VAN BUREN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.09%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.01%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.25%	Y
Participation Rate: Math	96.91%	95.00%	95.35%	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	32.26%	31.27%	25.21%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.92%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.33% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.11%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.65%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	8.89%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	4.35%	1.77%	4.35%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	4.35%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	8.70%	34.93%	17.39%	19.80%	4.35%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	30.43%	42.97%	13.04%	39.80%	17.39%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	60.87%	11.68%	65.22%	33.08%	69.57%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	87.50%	N	89.05%	90.71%	71.43%	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	63.18%	66.32%	91.30%	Y	54.65%	57.17%	78.26%	Y	72.87%	75.95%	86.96%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	95.92%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	96.57%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1802 - EARLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	91.67%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	96.23%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	12.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.49%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	32.63%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.63%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.11%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.97%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
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2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1803 - WEST MEMPHIS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.29%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.53%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.57%	Y
Participation Rate: Math	96.91%	95.00%	96.49%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	37.28%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.54%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.83% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	15.27%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.61%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 1804 - MARION SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	78.13%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.05%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.60%	Y
Participation Rate: Math	96.91%	95.00%	95.48%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.26%	N
Proficiency Rate: Mathematics	40.56%	40.13%	29.05%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.52% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	30.38%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	28.57%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.55%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1901 - CROSS COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.39%	N
Proficiency Rate: Mathematics	40.56%	40.13%	42.55%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.48% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	71.26%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.34%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.24%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 1905 - WYNNE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.95%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.15%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.06%	Y
Participation Rate: Math	96.91%	95.00%	96.05%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	34.85%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.66%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.41% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.63%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	21.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.09%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.14%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2002 - FORDYCE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	95.35%	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	32.26%	31.27%	5.88%	N
Proficiency Rate: Mathematics	40.56%	40.13%	9.76%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.24% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	22.02%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.14%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	55.36%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	78.72%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	20.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	20.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2104 - DUMAS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.67%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.94%	N
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.33%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.01% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	42.14%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.57%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	81.48%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2105 - MCGEHEE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.03%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	18.06%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.74%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.36%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.37%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	84.62%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2202 - DREW CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	45.59%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.53%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.21%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.36%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2203 - MONTICELLO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	94.12%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.37%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.90%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	37.78%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.63%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.52% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	43.75%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.36%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.70%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	84.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2220 - SOUTHEAST ARKANSAS EDUCATIONAL SERVICE CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	3.39%	8.25%	3.81%	5.56%	4.24%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	7.63%	34.93%	14.41%	19.80%	4.24%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	45.76%	42.97%	64.41%	39.80%	48.73%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	43.22%	11.68%	17.37%	33.08%	42.80%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	94.03%	Y	88.20%	89.98%	95.38%	Y	89.05%	90.71%	92.59%	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	63.18%	66.32%	88.98%	Y	54.65%	57.17%	81.78%	Y	72.87%	75.95%	91.53%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	94.64%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2301 - CONWAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	86.36%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.33%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.84%	Y
Participation Rate: Math	96.91%	95.00%	98.67%	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	32.26%	31.27%	43.56%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	53.97%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.21%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.97%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.82%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.90%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	99.32%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	99.32%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2303 - GREENBRIER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.37%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.80%	Y
Participation Rate: Math	96.91%	95.00%	98.87%	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	32.26%	31.27%	36.97%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.57%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.60%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.83%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.27%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.39%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2304 - GUY-PERKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	13.33%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	90.91%	N
Participation Rate: Math	96.91%	95.00%	91.67%	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	32.26%	31.27%	40.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.45%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.82% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	73.91%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.25%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.90%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 2305 - MAYFLOWER SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.77%	N

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.65%	Y
Participation Rate: Math	96.91%	95.00%	98.59%	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	32.26%	31.27%	17.81%	N
Proficiency Rate: Mathematics	40.56%	40.13%	30.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.25%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.45%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.89%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2306 - MT. VERNON/ENOLA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.12%	N
Participation Rate: Math	96.91%	95.00%	94.74%	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	32.26%	31.27%	21.88%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.11%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.36%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.91%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.55%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2307 - VILONIA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.44%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.62%	Y
Participation Rate: Math	96.91%	95.00%	97.99%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	50.94%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	55.82%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.71%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.15%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.21%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.91%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	29.03%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	74.19%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	74.19%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 2402 - CHARLESTON SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.50%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

#### C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	18.37%	N
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.68%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.35%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2403 - COUNTY LINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	33.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.45%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.33%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.50%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
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2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2404 - OZARK SCHOOL DISTRICT (FRANKLIN)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.90%	N
Participation Rate: Math	96.91%	95.00%	94.50%	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	32.26%	31.27%	38.71%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	46.60%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.11%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.06%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	7.87%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.34%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2420 - WESTERN ARKANSAS CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	3.54%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	7.64%	2.17%	8.28%	1.77%	5.73%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	7.64%	8.25%	5.73%	5.56%	2.55%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	33.12%	34.93%	29.30%	19.80%	29.94%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	31.85%	42.97%	31.85%	39.80%	28.66%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	19.75%	11.68%	24.84%	33.08%	33.12%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	80.95%	N	88.20%	89.98%	81.36%	N	89.05%	90.71%	87.62%	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	63.18%	66.32%	51.59%	N	54.65%	57.17%	56.69%	N	72.87%	75.95%	61.78%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	98.26%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	98.90%	N
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 2501 - MAMMOTH SPRING SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.83%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	43.48%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	57.14%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.00%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	98.48%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	20.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	60.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2502 - SALEM SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	47.83%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.30% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	74.44%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.12%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 2503 - VIOLA SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.88%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	45.16%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	61.76%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.90%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.59%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.73%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2601 - CUTTER-MORNING STAR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.94%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	91.84%	N
Participation Rate: Math	96.91%	95.00%	92.86%	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	32.26%	31.27%	26.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	26.92%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.44%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.90%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2602 - FOUNTAIN LAKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.41%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.62%	Y
Participation Rate: Math	96.91%	95.00%	96.94%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	50.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	54.74%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.70%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.96%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	87.50%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	7.69%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	61.54%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	61.54%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2603 - HOT SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	54.29%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	5.88%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	99.65%	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	32.26%	31.27%	29.28%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.09%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.26% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.80%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.60%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.48%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2604 - JESSIEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	83.33%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.92%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	32.26%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.53%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.20%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.30%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	87.88%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	95.24%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	95.24%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2605 - LAKE HAMILTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.72%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	92.91%	N
Participation Rate: Math	96.91%	95.00%	97.09%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	35.34%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	40.45%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.41%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.24%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.10%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2606 - LAKESIDE SCHOOL DISTRICT (GARLAND)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	82.35%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.19%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.89%	Y
Participation Rate: Math	96.91%	95.00%	97.34%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	39.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.46%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.23% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	44.76%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.11%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.67%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	98.18%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	98.18%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2607 - MOUNTAIN PINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.13%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	86.00%	N
Participation Rate: Math	96.91%	95.00%	89.58%	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	32.26%	31.27%	27.91%	N
Proficiency Rate: Mathematics	40.56%	40.13%	32.56%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.20% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	76.04%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.13%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.06%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 2703 - POYEN SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.85%	N

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.67%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	11.90%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.71%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	71.83%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.27%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.48%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	0.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2705 - SHERIDAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	86.11%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.38%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.49%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	27.18%	N
Proficiency Rate: Mathematics	40.56%	40.13%	49.54%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	59.31%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.89%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.97%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2803 - MARMADUKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	72.73%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.44%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.46%	Y
Participation Rate: Math	96.91%	95.00%	95.71%	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	32.26%	31.27%	23.44%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.34%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.86% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.64%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.91%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.88%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2807 - GREENE COUNTY TECH SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.46%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.34%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.49%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	32.79%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.87%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	35.93%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.12%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.38%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	82.54%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	6.35%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	2.70%	2.17%	--	1.77%	5.41%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	2.70%	8.25%	2.70%	5.56%	2.70%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	5.41%	34.93%	18.92%	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	24.32%	42.97%	35.14%	39.80%	5.41%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	64.86%	11.68%	43.24%	33.08%	86.49%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	84.62%	N	88.20%	89.98%	95.24%	Y	89.05%	90.71%	40.00%	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	63.18%	66.32%	89.19%	Y	54.65%	57.17%	78.38%	Y	72.87%	75.95%	91.89%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	90.28%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2808 - PARAGOULD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.78%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.03%	Y
Participation Rate: Math	96.91%	95.00%	97.58%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.51%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.13%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.08% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.84%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.80%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.10%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	68.63%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	9.68%	8.25%	3.23%	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	19.35%	34.93%	25.81%	19.80%	9.68%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	25.81%	42.97%	48.39%	39.80%	6.45%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	45.16%	11.68%	22.58%	33.08%	83.87%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	82.35%	N	88.20%	89.98%	95.83%	Y	89.05%	90.71%	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	63.18%	66.32%	70.97%	Y	54.65%	57.17%	70.97%	Y	72.87%	75.95%	90.32%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	94.95%	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 related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	18.18%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	40.91%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	40.91%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2901 - BLEVINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	87.80%	N
Participation Rate: Math	96.91%	95.00%	88.37%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	30.56%	N
Proficiency Rate: Mathematics	40.56%	40.13%	39.47%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.66% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.38%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	23.08%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2903 - HOPE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	83.33%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.97%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	15.23%	N
Proficiency Rate: Mathematics	40.56%	40.13%	16.00%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.73% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	86.41%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.23%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.09%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.57%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2906 - SPRING HILL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	89.47%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	47.06%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	35.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	77.14%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.29%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	5.71%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 2920 - SOUTHWEST ARKANSAS EDUCATIONAL CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	6.29%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	31.74%	N

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	1.59%	2.17%	0.53%	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	2.12%	5.56%	0.53%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	12.17%	34.93%	31.75%	19.80%	11.11%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	53.97%	42.97%	54.50%	39.80%	63.49%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	32.28%	11.68%	11.11%	33.08%	24.87%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	97.66%	Y	88.20%	89.98%	97.02%	Y	89.05%	90.71%	99.30%	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	63.18%	66.32%	86.24%	Y	54.65%	57.17%	65.61%	Y	72.87%	75.95%	88.36%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	99.63%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3001 - BISMARCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.17%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	33.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	35.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	41.67%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.49%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3002 - GLEN ROSE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.61%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	95.95%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.69%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.62%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	41.78%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.96%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3003 - MAGNET COVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	84.62%	N
Participation Rate: Math	96.91%	95.00%	85.71%	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	32.26%	31.27%	22.73%	N
Proficiency Rate: Mathematics	40.56%	40.13%	41.67%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	66.67%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.51%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.56%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	0.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 3004 - MALVERN SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	82.35%	N

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.97%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.33%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	23.31%	N
Proficiency Rate: Mathematics	40.56%	40.13%	18.83%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.07% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.67%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.33%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.99%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3005 - OUACHITA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	92.86%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	23.08%	N
Proficiency Rate: Mathematics	40.56%	40.13%	33.33%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	67.50%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.00%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	89.29%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3102 - DIERKS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	17.65%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.13%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.23%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3104 - MINERAL SPRINGS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	83.33%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	2.94%	N
Proficiency Rate: Mathematics	40.56%	40.13%	29.73%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	77.61%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.96%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.46%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 3105 - NASHVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	85.71%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.09%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.39%	Y
Participation Rate: Math	96.91%	95.00%	95.31%	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	32.26%	31.27%	22.13%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.97%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.69%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.98%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.59%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3201 - BATESVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.27%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.97%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.27%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	37.87%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.13%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.08% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.98%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.87%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.33%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	20.83%	Y



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	5.49%	2.17%	4.40%	1.77%	1.10%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	1.10%	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	9.89%	34.93%	13.19%	19.80%	9.89%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	42.86%	42.97%	46.15%	39.80%	59.34%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	40.66%	11.68%	36.26%	33.08%	29.67%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	88.89%	N	88.20%	89.98%	93.10%	Y	89.05%	90.71%	98.44%	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	63.18%	66.32%	83.52%	Y	54.65%	57.17%	82.42%	Y	72.87%	75.95%	89.01%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	92.50%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	85.05%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 3209 - SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	93.33%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.81%	Y
Participation Rate: Math	96.91%	95.00%	97.65%	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	32.26%	31.27%	38.55%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	49.40%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.51% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.70%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.81%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	33.90%	N

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	3.33%	34.93%	86.67%	19.80%	10.00%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	10.00%	42.97%	13.33%	39.80%	13.33%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	86.67%	11.68%	--	33.08%	76.67%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	96.67%	Y	54.65%	57.17%	13.33%	N	72.87%	75.95%	90.00%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	87.10%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	95.40%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3211 - MIDLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	41.94%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.65%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	40.74%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.81%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.85%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	6.67%	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	13.33%	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	53.33%	42.97%	60.00%	39.80%	100.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	40.00%	11.68%	26.67%	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	88.89%	N	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	93.33%	Y	54.65%	57.17%	86.67%	Y	72.87%	75.95%	100.00%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3212 - CEDAR RIDGE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.38%	Y
Participation Rate: Math	96.91%	95.00%	95.59%	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	32.26%	31.27%	20.97%	N
Proficiency Rate: Mathematics	40.56%	40.13%	44.62%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.28% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	59.85%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.33%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.51%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3301 - CALICO ROCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.83%	Y
Participation Rate: Math	96.91%	95.00%	96.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	30.43%	N
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	90.24%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.88%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	0.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	0.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3302 - MELBOURNE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	37.14%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.86%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.62% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.40%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.60%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.91%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3306 - IZARD CO. CONS. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.93%	N
Proficiency Rate: Mathematics	40.56%	40.13%	38.64%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	43.21%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.05%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	64.71%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	22.22%	34.93%	22.22%	19.80%	11.11%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	55.56%	42.97%	77.78%	39.80%	55.56%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	22.22%	11.68%	--	33.08%	33.33%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	77.78%	Y	54.65%	57.17%	77.78%	Y	72.87%	75.95%	88.89%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	90.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3320 - NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	1.84%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	13.12%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	7.45%	8.25%	7.98%	5.56%	4.26%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	23.40%	34.93%	14.36%	19.80%	16.49%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	53.72%	42.97%	55.85%	39.80%	50.53%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	15.43%	11.68%	21.81%	33.08%	28.72%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	91.19%	Y	88.20%	89.98%	89.80%	N	89.05%	90.71%	94.03%	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	63.18%	66.32%	69.15%	Y	54.65%	57.17%	77.66%	Y	72.87%	75.95%	79.26%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	98.08%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3403 - NEWPORT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.67%	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	32.26%	31.27%	33.06%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	44.44%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	69.57%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.48%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.43%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	100.00%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	5.88%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	35.29%	34.93%	41.18%	19.80%	2.94%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	50.00%	42.97%	44.12%	39.80%	64.71%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	14.71%	11.68%	14.71%	33.08%	26.47%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	100.00%	Y	89.05%	90.71%	92.00%	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	63.18%	66.32%	64.71%	N	54.65%	57.17%	58.82%	Y	72.87%	75.95%	91.18%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	90.91%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3405 - JACKSON CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	5.56%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	16.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	39.66%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.24%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.18%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.04%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.22%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3502 - DOLLARWAY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	72.73%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.39%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	86.11%	N
Participation Rate: Math	96.91%	95.00%	87.14%	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	32.26%	31.27%	14.52%	N
Proficiency Rate: Mathematics	40.56%	40.13%	14.75%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.06% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	39.34%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.92%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	5.74%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.77%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	27.27%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	45.45%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	45.45%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3505 - PINE BLUFF SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.44%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.98%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.31%	Y
Participation Rate: Math	96.91%	95.00%	94.79%	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	32.26%	31.27%	22.84%	N
Proficiency Rate: Mathematics	40.56%	40.13%	27.49%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.36% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	14.18%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	24.71%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	5.36%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.33%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3509 - WATSON CHAPEL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	85.71%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.31%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.70%	N
Participation Rate: Math	96.91%	95.00%	92.40%	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	32.26%	31.27%	13.29%	N
Proficiency Rate: Mathematics	40.56%	40.13%	34.18%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.34% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	18.89%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.78%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	5.56%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.47%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3510 - WHITE HALL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	62.50%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.91%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.40%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	46.11%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	45.78%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.11% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	51.90%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.57%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.73%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.86%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3520 - ARKANSAS RIVER EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.29%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.29%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	6.71%	2.17%	1.34%	1.77%	3.36%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	15.44%	8.25%	12.75%	5.56%	9.40%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	16.78%	34.93%	38.93%	19.80%	10.07%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	49.66%	42.97%	41.61%	39.80%	53.69%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	11.41%	11.68%	5.37%	33.08%	23.49%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	75.00%	N	88.20%	89.98%	85.11%	N	89.05%	90.71%	83.33%	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	63.18%	66.32%	61.07%	N	54.65%	57.17%	46.98%	N	72.87%	75.95%	77.18%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	92.24%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3541 - PINE BLUFF LIGHTHOUSE CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	21.74%	N
Proficiency Rate: Mathematics	40.56%	40.13%	13.04%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.16%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3542 - QUEST MIDDLE SCHOOL OF PINE BLUFF**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	-1.00%	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3599 - AR DEPARTMENT OF CORRECTION**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	8.33%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
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Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3601 - CLARKSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	91.67%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.20%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.63%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	31.98%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	36.90%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	51.41%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.20%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.35%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	82.76%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	82.76%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 3604 - LAMAR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	95.88%	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	32.26%	31.27%	27.27%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.48%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	41.94%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.06%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.19%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3606 - WESTSIDE SCHOOL DISTRICT (JOHNSON)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.45%	Y
Participation Rate: Math	96.91%	95.00%	96.77%	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	32.26%	31.27%	25.40%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.33%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	39.36%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.06%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.13%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	66.67%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	75.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3704 - LAFAYETTE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	62.50%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.83%	N
Proficiency Rate: Mathematics	40.56%	40.13%	40.00%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-1.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	79.25%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.98%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.89%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3804 - HOXIE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	70.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	6.00%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.33%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	38.98%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.42%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.57% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.04%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.08%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3806 - SLOAN-HENDRIX SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.04%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.06%	Y
Participation Rate: Math	96.91%	95.00%	91.11%	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	32.26%	31.27%	21.21%	N
Proficiency Rate: Mathematics	40.56%	40.13%	41.46%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.88%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.94%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3809 - HILLCREST SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	0.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.57%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.59%	N
Participation Rate: Math	96.91%	95.00%	90.00%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	17.14%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.11%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	39.68%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.59%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	87.04%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3810 - LAWRENCE COUNTY**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.69%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	95.95%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	22.06%	N
Proficiency Rate: Mathematics	40.56%	40.13%	30.99%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.40%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.07%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.74%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3820 - NORTHEAST ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	10.05%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	9.64%	8.25%	26.51%	5.56%	7.23%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	9.64%	34.93%	31.33%	19.80%	6.02%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	19.28%	42.97%	24.10%	39.80%	15.66%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	61.45%	11.68%	18.07%	33.08%	71.08%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	75.00%	N	88.20%	89.98%	67.65%	N	89.05%	90.71%	75.00%	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	63.18%	66.32%	80.72%	Y	54.65%	57.17%	42.17%	N	72.87%	75.95%	86.75%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	96.20%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3840 - IMBODEN CHARTER SCHOOL DIST**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	83.33%	N
Participation Rate: Math	96.91%	95.00%	83.33%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	0.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	100.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	84.62%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 3904 - LEE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	72.73%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.72%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	12.82%	N
Proficiency Rate: Mathematics	40.56%	40.13%	23.53%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.71% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.53%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.62%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.75%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	35.71%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	42.86%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	42.86%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4003 - STAR CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	64.29%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.52%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	13.04%	N
Proficiency Rate: Mathematics	40.56%	40.13%	20.99%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.48% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.38%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.51%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.35%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4101 - ASHDOWN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.61%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.44%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	15.87%	N
Proficiency Rate: Mathematics	40.56%	40.13%	24.64%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.33%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.33%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.36%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4102 - FOREMAN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	27.27%	N
Proficiency Rate: Mathematics	40.56%	40.13%	48.78%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	84.93%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.85%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4201 - BOONEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.76%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.92%	Y
Participation Rate: Math	96.91%	95.00%	93.91%	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	32.26%	31.27%	24.47%	N
Proficiency Rate: Mathematics	40.56%	40.13%	29.63%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.78%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.89%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.16%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.08%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4202 - MAGAZINE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	40.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	34.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	38.33%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.73%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.06%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4203 - PARIS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.89%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.61%	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	32.26%	31.27%	29.58%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.62%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.80%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	10.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	50.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4204 - SCRANTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	23.81%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.13%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	21.88%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.12%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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2013/14 School Year  
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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4301 - LONOKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.70%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.62%	Y
Participation Rate: Math	96.91%	95.00%	94.41%	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	32.26%	31.27%	29.77%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.15%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.36% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.59%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.85%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4302 - ENGLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.64%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.38%	Y
Participation Rate: Math	96.91%	95.00%	93.85%	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	32.26%	31.27%	20.97%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.70%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.66% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.15%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.26%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4303 - CARLISLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.56%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.50%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	33.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	40.54%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.33%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.22%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.02%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4304 - CABOT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.71%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.54%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.30%	Y
Participation Rate: Math	96.91%	95.00%	96.73%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	39.45%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.87%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.63% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	51.16%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.35%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.43%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.86%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 4401 - HUNTSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.13%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.24%	Y
Participation Rate: Math	96.91%	95.00%	95.07%	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	32.26%	31.27%	35.16%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	54.81%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	40.36%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.80%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.35%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.91%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

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- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4501 - FLIPPIN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.88%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.53%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	24.29%	N
Proficiency Rate: Mathematics	40.56%	40.13%	38.81%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.39%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.51%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	53.33%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	12.50%	34.93%	25.00%	19.80%	12.50%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	62.50%	42.97%	75.00%	39.80%	62.50%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	25.00%	11.68%	--	33.08%	25.00%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	87.50%	Y	54.65%	57.17%	75.00%	Y	72.87%	75.95%	87.50%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	0.00%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	91.95%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	20.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	80.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4502 - YELLVILLE-SUMMIT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.30%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	28.85%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.10%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	51.89%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.17%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4602 - GENOA CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.17%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	42.42%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	61.11%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	75.68%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.76%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4603 - FOUKE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	38.10%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.94%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	73.12%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.38%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4605 - TEXARKANA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	72.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.98%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	28.80%	N
Proficiency Rate: Mathematics	40.56%	40.13%	38.18%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.49%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	21.96%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.07%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	83.95%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	2.86%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	20.00%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	20.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4701 - ARMOREL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.76%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	31.82%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	27.27%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.53% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.97%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.31%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4702 - BLYTHEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	86.21%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.11%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.95%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	14.47%	N
Proficiency Rate: Mathematics	40.56%	40.13%	15.22%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	3.78% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	39.62%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.13%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.31%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.27%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4706 - SO. MISS. COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.55%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.29%	N
Participation Rate: Math	96.91%	95.00%	89.47%	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	32.26%	31.27%	25.76%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.29%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.98% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	58.26%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.61%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4708 - GOSNELL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.47%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	24.68%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.75%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	4.10% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.28%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.30%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.46%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.86%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	42.86%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	42.86%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4712 - MANILA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.70%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	34.62%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	46.05%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.10% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.42%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.48%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.08%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4713 - OSCEOLA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	81.82%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.49%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.67%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	22.97%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.76%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.84% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	31.82%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.53%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	5.19%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	76.19%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4801 - BRINKLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.08%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.30%	Y
Participation Rate: Math	96.91%	95.00%	92.31%	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	32.26%	31.27%	16.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.11%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.59% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	35.06%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.60%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.83%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4802 - CLARENDON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.70%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.87%	Y
Participation Rate: Math	96.91%	95.00%	96.08%	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	32.26%	31.27%	10.87%	N
Proficiency Rate: Mathematics	40.56%	40.13%	14.29%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.85% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	32.14%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.38%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.57%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4901 - CADDO HILLS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.86%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.83%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	17.39%	N
Proficiency Rate: Mathematics	40.56%	40.13%	48.39%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.60% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	78.38%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.35%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.83%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 4902 - MOUNT IDA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	51.61%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.50%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.22% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	80.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.62%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	66.67%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	100.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	100.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5006 - PRESCOTT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.36%	Y
Participation Rate: Math	96.91%	95.00%	98.25%	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	32.26%	31.27%	20.75%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.77% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	53.10%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.73%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.77%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5008 - NEVADA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	21.74%	N
Proficiency Rate: Mathematics	40.56%	40.13%	19.05%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	71.11%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.11%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.22%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5102 - JASPER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.79%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.10%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	68.75%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.57%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	98.91%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5106 - DEER/MT. JUDEA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.59%	N
Proficiency Rate: Mathematics	40.56%	40.13%	20.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.66% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	80.65%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.23%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	86.89%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5201 - BEARDEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	34.48%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	66.67%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.67%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.56%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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**LEA: 5204 - CAMDEN FAIRVIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	91.67%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.06%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.03%	Y
Participation Rate: Math	96.91%	95.00%	96.18%	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	32.26%	31.27%	32.23%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	35.71%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.73% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	44.86%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.58%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.31%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

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- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5205 - HARMONY GROVE SCHOOL DISTRICT (OUACHITA)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.89%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.27%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	29.09%	N
Proficiency Rate: Mathematics	40.56%	40.13%	19.30%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.32% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	88.61%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.53%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.10%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5206 - STEPHENS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	25.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	9.09%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	0.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	20.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	87.50%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.17%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	-2.00%	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.75%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	50.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	50.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5220 - SOUTH CENTRAL SERVICE CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	3.73%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	7.14%	8.25%	3.57%	5.56%	5.00%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	15.00%	34.93%	50.71%	19.80%	22.86%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	35.00%	42.97%	42.86%	39.80%	28.57%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	42.86%	11.68%	2.86%	33.08%	43.57%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	87.50%	N	88.20%	89.98%	96.32%	Y	89.05%	90.71%	91.14%	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	63.18%	66.32%	77.86%	Y	54.65%	57.17%	45.71%	N	72.87%	75.95%	72.14%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	85.47%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5301 - EAST END SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	71.43%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	7.55%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.34%	N
Participation Rate: Math	96.91%	95.00%	89.66%	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	32.26%	31.27%	32.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.31%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.53% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.72%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.04%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.94%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	84.62%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5303 - PERRYVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.16%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.89%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	37.08%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.72%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.89%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.44%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.45%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5401 - BARTON-LEXA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.11%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	21.15%	N
Proficiency Rate: Mathematics	40.56%	40.13%	19.30%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	3.88% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	23.60%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.36%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.12%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5403 - HELENA/W.HELENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.47%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	14.95%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.19%	N
Proficiency Rate: Mathematics	40.56%	40.13%	23.91%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.75% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	46.84%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.25%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.36%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5404 - MARVELL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.15%	Y
Participation Rate: Math	96.91%	95.00%	96.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.42%	N
Proficiency Rate: Mathematics	40.56%	40.13%	45.83%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	3.94% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	5.33%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.33%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.67%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.35%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5420 - GREAT RIVERS CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	70.93%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	4.35%	2.17%	3.04%	1.77%	2.61%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	1.30%	8.25%	2.17%	5.56%	0.87%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	6.09%	34.93%	23.04%	19.80%	3.91%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	42.61%	42.97%	54.78%	39.80%	38.70%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	45.65%	11.68%	16.96%	33.08%	53.91%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	89.60%	Y	88.20%	89.98%	93.72%	Y	89.05%	90.71%	92.45%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	88.26%	Y	54.65%	57.17%	71.74%	Y	72.87%	75.95%	92.61%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	88.84%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5440 - KIPP: DELTA COLLEGE PREP SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.45%	N
Proficiency Rate: Mathematics	40.56%	40.13%	35.38%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	76.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.00%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	33.33%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	33.33%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	66.67%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5502 - CENTERPOINT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	83.33%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.33%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	30.19%	N
Proficiency Rate: Mathematics	40.56%	40.13%	44.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.86%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5503 - KIRBY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	25.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	30.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	76.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.00%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	40.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	60.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	80.00%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5504 - SOUTH PIKE COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.28%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	24.56%	N
Proficiency Rate: Mathematics	40.56%	40.13%	41.38%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	80.19%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.66%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	89.74%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5602 - HARRISBURG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	44.44%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.52%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.26%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	26.55%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.86%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	36.74%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.56%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.47%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.03%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	Overall (3-21)	100.00%	Y
	Early Childhood (3-5)	100.00%	N/A
	School Age (5-21)	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5604 - MARKED TREE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.30%	Y
Participation Rate: Math	96.91%	95.00%	94.44%	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	32.26%	31.27%	32.69%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.25%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.62% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.59%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.06%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.57%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5605 - TRUMANN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.13%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	93.84%	N
Participation Rate: Math	96.91%	95.00%	94.61%	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	32.26%	31.27%	19.71%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.34%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.42% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.22%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	23.29%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.40%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5608 - EAST POINSETT CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.91%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.45%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.14%	Y
Participation Rate: Math	96.91%	95.00%	98.73%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	33.82%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	35.90%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.42% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	78.69%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.84%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	94.37%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5620 - CROWLEY'S RIDGE EDUCATIONAL CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	88.86%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	4.52%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	4.79%	2.17%	4.26%	1.77%	4.79%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	12.77%	8.25%	12.23%	5.56%	14.89%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	42.55%	34.93%	43.62%	19.80%	31.91%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	34.04%	42.97%	35.64%	39.80%	42.02%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	5.85%	11.68%	4.26%	33.08%	6.38%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	81.36%	N	88.20%	89.98%	82.78%	N	89.05%	90.71%	78.98%	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	63.18%	66.32%	39.89%	N	54.65%	57.17%	39.89%	N	72.87%	75.95%	48.40%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	96.32%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5703 - MENA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	69.23%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.23%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.20%	Y
Participation Rate: Math	96.91%	95.00%	95.74%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	42.22%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.41% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	75.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.21%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.38%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5706 - OUACHITA RIVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	31.43%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.78%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.04% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	81.58%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.63%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5707 - COSSATOT RIVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.17%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.40%	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	32.26%	31.27%	28.57%	N
Proficiency Rate: Mathematics	40.56%	40.13%	49.33%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.20% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.20%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.30%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.73%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5801 - ATKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.89%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.75%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	35.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	25.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.09% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.15%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.56%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.71%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 5802 - DOVER SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.24%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.68%	Y
Participation Rate: Math	96.91%	95.00%	97.67%	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	32.26%	31.27%	49.33%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.08% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	69.23%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.79%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.05%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	6.67%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	46.67%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	46.67%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5803 - HECTOR SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	7.41%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	95.00%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	40.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	42.11%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.06%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.67%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	78.57%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5804 - POTTSVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.74%	Y
Participation Rate: Math	96.91%	95.00%	96.04%	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	32.26%	31.27%	60.00%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	61.86%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.21% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.97%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.57%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.22%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5805 - RUSSELLVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.03%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.67%	Y
Participation Rate: Math	96.91%	95.00%	99.38%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	41.97%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	44.03%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.05% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.30%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.91%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.53%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5901 - DES ARC SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	66.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.56%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	43.18%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	65.96%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.20% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	66.67%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.94%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.94%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.91%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	25.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	50.00%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	50.00%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 5903 - HAZEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	96.49%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	10.91%	N
Proficiency Rate: Mathematics	40.56%	40.13%	18.18%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.08% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	39.80%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.16%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.06%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6001 - LITTLE ROCK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	72.62%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.21%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	91.95%	N
Participation Rate: Math	96.91%	95.00%	92.51%	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	32.26%	31.27%	21.79%	N
Proficiency Rate: Mathematics	40.56%	40.13%	30.44%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-2.70% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.45%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	17.82%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.46%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	10.66%	8.25%	17.26%	5.56%	5.08%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	21.32%	34.93%	31.47%	19.80%	5.58%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	27.92%	42.97%	35.03%	39.80%	30.96%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	40.10%	11.68%	16.24%	33.08%	58.38%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	82.20%	N	88.20%	89.98%	79.39%	N	89.05%	90.71%	87.80%	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	63.18%	66.32%	68.02%	Y	54.65%	57.17%	51.27%	N	72.87%	75.95%	89.34%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	95.45%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	86.67%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	98.57%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	99.27%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	19.50%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	52.20%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	55.35%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 6002 - N. LITTLE ROCK SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	51.52%	N

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.94%	N

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.71%	Y
Participation Rate: Math	96.91%	95.00%	97.52%	Y

#### C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	23.65%	N
Proficiency Rate: Mathematics	40.56%	40.13%	26.75%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.27% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	52.53%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.06%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	5.33%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	88.46%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	93.03%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	97.56%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	98.37%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6003 - PULASKI CO. SPEC. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	73.17%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.56%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.94%	N
Participation Rate: Math	96.91%	95.00%	95.12%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.02%	N
Proficiency Rate: Mathematics	40.56%	40.13%	27.63%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	47.33%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.98%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.94%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	1.42%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	2.36%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	19.51%	2.17%	14.63%	1.77%	9.76%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	4.88%	8.25%	2.44%	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	2.44%	34.93%	26.83%	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	34.15%	42.97%	51.22%	39.80%	21.95%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	39.02%	11.68%	4.88%	33.08%	68.29%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	60.00%	N	88.20%	89.98%	82.05%	N	89.05%	90.71%	69.23%	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	63.18%	66.32%	73.17%	Y	54.65%	57.17%	56.10%	N	72.87%	75.95%	90.24%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	90.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	88.07%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	96.93%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	98.45%	N
	<b>School Age (5-21)</b>	99.44%	100.00%	97.77%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6040 - ACADEMICS PLUS CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	Y
Literacy	Y		9.92%	Y
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	75.86%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	63.33%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	100.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	89.47%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6041 - LISA ACADEMY CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	5.00%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	92.86%	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	32.26%	31.27%	18.18%	N
Proficiency Rate: Mathematics	40.56%	40.13%	46.15%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.25%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	85.19%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6043 - ARKANSAS VIRTUAL CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.50%	Y
Participation Rate: Math	96.91%	95.00%	97.78%	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	32.26%	31.27%	23.66%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	94.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.00%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.63%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6044 - COVENANT KEEPERS CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	4.35%	N
Proficiency Rate: Mathematics	40.56%	40.13%	8.70%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.53% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	100.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6047 - eSTEM PUBLIC CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	Y
Literacy	Y	-	9.92%	Y
Mathematics	Y	-	3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	36.23%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.14%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.43% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	99.13%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	66.67%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6048 - LISA ACADEMY NORTH**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	22.58%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.24%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.34%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.13%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	50.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6049 - LITTLE ROCK PREPARATORY ACADEMY CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	50.00%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	13.33%	N
Proficiency Rate: Mathematics	40.56%	40.13%	20.00%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	71.11%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	4.44%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	77.78%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6050 - JACKSONVILLE LIGHT HOUSE CHARTER SCHOOL**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	22.41%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	100.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6052 - SIATECH High School**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	0.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	--	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	100.00%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6053 - RESPONSIVE ED SOLUTIONS PREMIER HIGH SCHOOL OF LITTLE ROCK**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	-1.00%	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	25.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6091 - AR SCHOOL FOR THE BLIND**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	50.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	55.56%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	100.00%	N

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	40.00%	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	60.00%	42.97%	100.00%	39.80%	100.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	60.00%	N	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	60.00%	N	54.65%	57.17%	100.00%	Y	72.87%	75.95%	100.00%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	100.00%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	88.89%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6092 - AR SCHOOL FOR THE DEAF**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	89.23%	N
Participation Rate: Math	96.91%	95.00%	91.43%	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	32.26%	31.27%	8.62%	N
Proficiency Rate: Mathematics	40.56%	40.13%	17.19%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	100.00%	N



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Early Childhood (3-5)	90.02%	89.94%	100.00%	Y
	School Age (5-21)	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	State Rate	State Target	Target Met by LEA (Y/N)
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	Overall (3-21)	99.62%	100.00%	--	N/A
	Early Childhood (3-5)	99.77%	100.00%	--	N/A
	School Age (5-21)	99.44%	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)
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6094 - DIVISION OF YOUTH SERVICES SCHOOL SYSTEM**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	11.11%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N
Proficiency Rate: Mathematics	40.56%	40.13%	--	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6102 - MAYNARD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.35%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	27.27%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.96%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	34.72%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.56%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.39%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6103 - POCAHONTAS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	94.44%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.09%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.56%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	38.52%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	49.64%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.12% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.35%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.12%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	98.55%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	12.20%	5.56%	2.44%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	2.44%	34.93%	7.32%	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	26.83%	42.97%	80.49%	39.80%	12.20%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	70.73%	11.68%	--	33.08%	85.37%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	87.80%	N	89.05%	90.71%	83.33%	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	63.18%	66.32%	97.56%	Y	54.65%	57.17%	80.49%	Y	72.87%	75.95%	97.56%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	98.55%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	92.72%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6201 - FORREST CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	78.38%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	6.95%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.37%	Y
Participation Rate: Math	96.91%	95.00%	95.98%	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	32.26%	31.27%	11.17%	N
Proficiency Rate: Mathematics	40.56%	40.13%	26.05%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-1.92% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.37%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.84%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.16%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	87.20%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	81.82%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	81.82%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6202 - HUGHES SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	94.12%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	0.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	21.74%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	30.43%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	23.91%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	13.04%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.89%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6205 - PALESTINE-WHEATLEY SCH. DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.74%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	17.78%	N
Proficiency Rate: Mathematics	40.56%	40.13%	44.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.17% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	25.81%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	3.23%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.15%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6301 - BAUXITE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.39%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.06%	Y
Participation Rate: Math	96.91%	95.00%	94.79%	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	32.26%	31.27%	22.08%	N
Proficiency Rate: Mathematics	40.56%	40.13%	31.87%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	63.70%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.15%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6302 - BENTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	86.21%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.25%	Y
Participation Rate: Math	96.91%	95.00%	99.30%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	44.87%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	54.26%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.94%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	8.87%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.03%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.75%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6303 - BRYANT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	41.67%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.49%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.03%	Y
Participation Rate: Math	96.91%	95.00%	98.56%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	46.65%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	47.17%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.33% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.03%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.07%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.37%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.59%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	27.12%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	62.71%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	66.10%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6304 - HARMONY GROVE SCHOOL DISTRICT (SALINE)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	62.50%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.18%	Y
Participation Rate: Math	96.91%	95.00%	95.06%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	17.39%	N
Proficiency Rate: Mathematics	40.56%	40.13%	41.56%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.38%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.74%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.45%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	14.29%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	85.71%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	85.71%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6401 - WALDRON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	81.25%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.35%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.30%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	24.82%	N
Proficiency Rate: Mathematics	40.56%	40.13%	36.24%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.42% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	68.56%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.75%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.31%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6502 - SEARCY COUNTY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	77.78%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	30.61%	N
Proficiency Rate: Mathematics	40.56%	40.13%	40.82%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	82.93%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.22%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	70.00%	Y

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	12.50%	34.93%	12.50%	19.80%	12.50%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	75.00%	42.97%	87.50%	39.80%	75.00%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	12.50%	11.68%	--	33.08%	12.50%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	100.00%	Y	88.20%	89.98%	100.00%	Y	89.05%	90.71%	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	63.18%	66.32%	87.50%	Y	54.65%	57.17%	87.50%	Y	72.87%	75.95%	87.50%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	77.78%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	97.10%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6505 - OZARK MOUNTAIN SCHOOL DISTRICT (SEARCY)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	20.69%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.31%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.56% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.63%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.56%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.97%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6601 - FORT SMITH SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.97%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.77%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	41.18%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	41.87%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.75% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.30%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	22.66%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.48%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	2.94%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	30.39%	N

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	3.08%	8.25%	3.08%	5.56%	4.62%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	26.15%	34.93%	32.31%	19.80%	12.31%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	41.54%	42.97%	52.31%	39.80%	50.77%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	29.23%	11.68%	12.31%	33.08%	32.31%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	95.65%	Y	88.20%	89.98%	96.49%	Y	89.05%	90.71%	93.18%	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	63.18%	66.32%	70.77%	Y	54.65%	57.17%	64.62%	Y	72.87%	75.95%	83.08%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	85.71%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	96.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	95.36%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	94.34%	N
	<b>School Age (5-21)</b>	99.44%	100.00%	95.00%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6602 - GREENWOOD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	85.19%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.12%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.44%	Y
Participation Rate: Math	96.91%	95.00%	95.90%	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	32.26%	31.27%	41.39%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.04%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.11% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	69.63%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.64%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	88.37%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6603 - HACKETT SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.97%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	25.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	48.72%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	64.86%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.41%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	87.50%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	87.50%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6604 - HARTFORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	60.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.45%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.43%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	22.22%	N
Proficiency Rate: Mathematics	40.56%	40.13%	25.93%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.67% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	13.46%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.86%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 6605 - LAVACA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	57.14%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.08%	Y
Participation Rate: Math	96.91%	95.00%	98.41%	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	32.26%	31.27%	41.18%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.10%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	70.83%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.38%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6606 - MANSFIELD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	5.26%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.36%	Y
Participation Rate: Math	96.91%	95.00%	97.01%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	8.33%	N
Proficiency Rate: Mathematics	40.56%	40.13%	26.15%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.95% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.91%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.83%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.08%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	98.39%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 6701 - DEQUEEN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	90.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	91.75%	N
Participation Rate: Math	96.91%	95.00%	91.49%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	44.94%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	58.14%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of- school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	42.46%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	20.67%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Sperate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.48%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6703 - HORATIO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	13.95%	N
Proficiency Rate: Mathematics	40.56%	40.13%	33.33%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.13% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	62.65%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.20%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.83%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6720 - DEQUEEN/MENA EDUCATIONAL CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	23.94%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	4.76%	8.25%	4.76%	5.56%	5.56%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	22.22%	34.93%	30.16%	19.80%	10.32%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	56.35%	42.97%	57.14%	39.80%	54.76%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	16.67%	11.68%	7.94%	33.08%	29.37%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	94.29%	Y	88.20%	89.98%	94.83%	Y	89.05%	90.71%	92.13%	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	63.18%	66.32%	73.02%	Y	54.65%	57.17%	65.08%	Y	72.87%	75.95%	84.13%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	85.16%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6802 - CAVE CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	93.75%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.61%	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	32.26%	31.27%	30.00%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.66%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.22%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.24%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6804 - HIGHLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	95.51%	Y
Participation Rate: Math	96.91%	95.00%	94.90%	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	32.26%	31.27%	35.29%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	44.09%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.37% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.23%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	2.34%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.17%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.67%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 6901 - MOUNTAIN VIEW SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.40%	Y
Participation Rate: Math	96.91%	95.00%	94.78%	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	32.26%	31.27%	30.89%	N
Proficiency Rate: Mathematics	40.56%	40.13%	47.24%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.20% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	66.21%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.44%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.46%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.75%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7001 - EL DORADO SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.16%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.31%	Y
Participation Rate: Math	96.91%	95.00%	95.16%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	37.93%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	41.24%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-3.17% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.40%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.74%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7003 - JUNCTION CITY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	16.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	47.37%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.21% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	72.50%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.00%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7006 - NORPHLET SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.17%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	28.57%	N
Proficiency Rate: Mathematics	40.56%	40.13%	50.00%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-2.47% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	71.74%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.52%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	28.57%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	57.14%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	57.14%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7007 - PARKERS CHAPEL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.78%	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	32.26%	31.27%	42.22%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	38.64%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.51% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.81%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7008 - SMACKOVER SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	24.32%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.84%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	73.68%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.53%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7009 - STRONG-HUTTIG SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.00%	Y
Participation Rate: Math	96.91%	95.00%	93.10%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	12.50%	N
Proficiency Rate: Mathematics	40.56%	40.13%	14.81%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-1.07% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.96%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.89%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7102 - CLINTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.62%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.06%	Y
Participation Rate: Math	96.91%	95.00%	98.08%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	27.62%	N
Proficiency Rate: Mathematics	40.56%	40.13%	42.16%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.94%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	5.21%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.56%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	92.96%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	15.38%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	46.15%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	61.54%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7104 - SHIRLEY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	75.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	Y

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	97.67%	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	32.26%	31.27%	34.21%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	47.62%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.41%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.54%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	98.04%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7105 - SOUTH SIDE SCHOOL DISTRICT (VANBUREN)**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.87%	Y
Participation Rate: Math	96.91%	95.00%	98.08%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	19.57%	N
Proficiency Rate: Mathematics	40.56%	40.13%	45.10%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	1.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.45%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7201 - ELKINS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.21%	Y
Participation Rate: Math	96.91%	95.00%	98.44%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	29.09%	N
Proficiency Rate: Mathematics	40.56%	40.13%	44.44%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.45%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.91%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.50%	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****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.94%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7202 - FARMINGTON SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	88.24%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.72%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	35.20%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	49.32%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	54.15%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.27%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.44%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	95.09%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7203 - FAYETTEVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	62.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.59%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.99%	Y
Participation Rate: Math	96.91%	95.00%	98.47%	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	32.26%	31.27%	42.61%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	52.40%	Y



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.55% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	52.07%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.19%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.03%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
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2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7204 - GREENLAND SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.72%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	8.47%	N
Proficiency Rate: Mathematics	40.56%	40.13%	28.99%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)****A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.73% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment****A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	41.75%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	6.80%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.91%	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****A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.38%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	42.86%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	85.71%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	85.71%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7205 - LINCOLN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.92%	Y
Participation Rate: Math	96.91%	95.00%	96.30%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	30.85%	N
Proficiency Rate: Mathematics	40.56%	40.13%	34.62%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	38.04%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.98%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.45%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	80.52%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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2013/14 School Year  
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Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7206 - PRAIRIE GROVE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	76.92%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.13%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.32%	Y
Participation Rate: Math	96.91%	95.00%	94.66%	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	32.26%	31.27%	31.62%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	40.32%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	45.24%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.14%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.90%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.26%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

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**LEA: 7207 - SPRINGDALE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	79.57%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.43%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.91%	Y
Participation Rate: Math	96.91%	95.00%	97.61%	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	32.26%	31.27%	41.42%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	53.22%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.16% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	61.50%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	16.09%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.91%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.51%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	99.34%	N
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	99.34%	N

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	10.20%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	43.88%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	46.94%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



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- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
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For a complete description of all the Indicators, please visit the special education website at  
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**LEA: 7208 - WEST FORK SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.61%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	30.38%	N
Proficiency Rate: Mathematics	40.56%	40.13%	32.18%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.19% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.77%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	9.03%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.87%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	83.58%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7221 - NORTHWEST ARKANSAS EDUCATION SERVICE CENTER**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	6.57%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	5.67%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	8.12%	8.25%	11.11%	5.56%	6.41%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	20.94%	34.93%	39.74%	19.80%	13.25%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	21.37%	42.97%	41.88%	39.80%	17.95%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	49.57%	11.68%	7.26%	33.08%	62.39%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	83.90%	N	88.20%	89.98%	88.02%	N	89.05%	90.71%	82.95%	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	63.18%	66.32%	70.94%	Y	54.65%	57.17%	49.15%	N	72.87%	75.95%	80.34%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	72.22%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	100.00%	Y
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	100.00%	Y

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7301 - BALD KNOB SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	78.57%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.82%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	93.41%	N
Participation Rate: Math	96.91%	95.00%	88.64%	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	32.26%	31.27%	17.65%	N
Proficiency Rate: Mathematics	40.56%	40.13%	43.59%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.36% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	60.13%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.66%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	1.90%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	90.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	20.00%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	46.67%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	46.67%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 7302 - BEEBE SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	86.36%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.65%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.52%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	32.21%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	39.47%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.03% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	55.64%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.49%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	42.86%	Y

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	85.71%	Y

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	85.71%	Y

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7303 - BRADFORD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	96.55%	Y
Participation Rate: Math	96.91%	95.00%	92.86%	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	32.26%	31.27%	28.57%	N
Proficiency Rate: Mathematics	40.56%	40.13%	57.69%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	65.96%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.13%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	80.95%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7304 - WHITE CO. CENTRAL SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	98.11%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	22.22%	N
Proficiency Rate: Mathematics	40.56%	40.13%	32.69%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	4.05% pts	N

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	50.00%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	15.79%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	2.63%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	89.66%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

# ARKANSAS SPECIAL EDUCATION DISTRICT ANNUAL PERFORMANCE REPORT

2013/14 School Year

Publication Date: June 2015

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at

<http://arksped.k12.ar.us/PolicyAndRegulations>

## LEA: 7307 - RIVERVIEW SCHOOL DISTRICT

### Indicator 01: Graduation Rates (2012/13 school year)

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	87.50%	Y

### Indicator 02: Dropout Rates (2012/13 school year)

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.23%	Y

### Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)

#### A) Annual Measurable Objectives

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

#### B) Participation

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.84%	Y
Participation Rate: Math	96.91%	95.00%	96.74%	Y

#### C) Performance Proficiency

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	30.59%	N
Proficiency Rate: Mathematics	40.56%	40.13%	42.70%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	56.99%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	7.25%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	3.63%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.74%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7309 - PANGBURN SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	93.94%	N

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	41.94%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.39%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	66.22%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.35%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.05%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	100.00%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

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**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7310 - ROSE BUD SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	70.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	16.67%	N
Proficiency Rate: Mathematics	40.56%	40.13%	29.33%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.14% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	48.04%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.96%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	93.33%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7311 - SEARCY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	89.66%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	4.29%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	99.22%	Y
Participation Rate: Math	96.91%	95.00%	96.44%	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	32.26%	31.27%	30.83%	N
Proficiency Rate: Mathematics	40.56%	40.13%	38.75%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.82% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	31.34%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.96%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.59%	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	96.97%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7320 - WILBUR D. MILLS EDUCATION SERVICE CO-OP**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	--	N/A

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	--	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**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	28.33%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	0.00%	Y

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	8.76%	8.25%	4.38%	5.56%	4.38%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	35.86%	34.93%	23.90%	19.80%	19.12%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	45.42%	42.97%	38.25%	39.80%	43.43%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	9.96%	11.68%	33.47%	33.08%	33.07%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	90.27%	Y	88.20%	89.98%	93.41%	Y	89.05%	90.71%	93.45%	Y
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	55.38%	N	54.65%	57.17%	71.71%	Y	72.87%	75.95%	76.49%	Y

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	96.80%	Y
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	99.54%	N
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	N/A

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7401 - AUGUSTA SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	80.00%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	3.45%	N

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	40.91%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	37.93%	N



**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	74.63%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	11.94%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	4.48%	N

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	0.00%	N

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	28.57%	N

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	28.57%	N

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7403 - MCCRORY SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	93.88%	N
Participation Rate: Math	96.91%	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	32.26%	31.27%	21.74%	N
Proficiency Rate: Mathematics	40.56%	40.13%	26.67%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.18% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	59.74%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.39%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	0.00%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A



**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7503 - DANVILLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	2.13%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	100.00%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	25.76%	N
Proficiency Rate: Mathematics	40.56%	40.13%	37.31%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	47.37%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	10.53%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	91.30%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that: .**

1. **Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
2. **Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
3. **Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7504 - DARDANELLE SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	93.33%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.94%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	98.88%	Y
Participation Rate: Math	96.91%	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	32.26%	31.27%	42.94%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	48.63%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.06% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	49.36%	N

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	18.59%	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A



**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.78%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7509 - WESTERN YELL CO. SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	0.00%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.44%	Y
Participation Rate: Math	96.91%	95.00%	95.65%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	34.21%	Y
Proficiency Rate: Mathematics	40.56%	40.13%	43.18%	Y

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	0.00% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	57.53%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	1.37%	Y

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	97.96%	Y

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4



**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that:**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 7510 - TWO RIVERS SCHOOL DISTRICT**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	84.62%	N

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	1.30%	Y

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	Y	17.16%	1.59%	N
Literacy	Y		9.92%	N
Mathematics	Y		3.17%	N

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	97.75%	Y
Participation Rate: Math	96.91%	95.00%	100.00%	Y

**C) Performance Proficiency**

Percent of CWD Scoring Proficient or Above	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Proficiency Rate: Literacy	32.26%	31.27%	26.44%	N
Proficiency Rate: Mathematics	40.56%	40.13%	38.20%	N

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	-0.15% pts	Y

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	Y

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	64.79%	Y

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	14.08%	N

**C) Other Settings outside the regular class**

Percent of CWD with IEPs served in public or private separate schools, residential placements, or homebound/hospital placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	0.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	-1.00%	N/A

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	-1.00%	N/A

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	--	2.17%	--	1.77%	--
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	--	8.25%	--	5.56%	--
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	--	34.93%	--	19.80%	--
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	--	42.97%	--	39.80%	--
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	--	11.68%	--	33.08%	--

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	--	N/A	88.20%	89.98%	--	N/A	89.05%	90.71%	--	N/A
2) The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited	63.18%	66.32%	--	N/A	54.65%	57.17%	--	N/A	72.87%	75.95%	--	N/A

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy

**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	--	N/A
	<b>School Age (5-21)</b>	93.57%	94.05%	89.13%	N

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	Y

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	100.00%	Y
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	--	N/A
	<b>School Age (5-21)</b>	99.44%	100.00%	100.00%	Y

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	--	N/A

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	100.00	--	N/A

Note: Data for this Indicator is from the on-site monitoring of LEAs for the given year.

**Indicator 14: Post-School Outcomes**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	N/A
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4

**ARKANSAS SPECIAL EDUCATION  
DISTRICT ANNUAL PERFORMANCE REPORT  
2013/14 School Year  
Publication Date: June 2015**

Each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of the Individuals with Disabilities Education Act (IDEA). The SPP is a six-year plan, which describes Arkansas's performance on 20 indicators. The Office of Special Education Programs in the U. S. Department of Education requires that States report annually to the public on the performance of each local education agency (LEA) on 14 of 20 indicators as compared with targets established by the State in the SPP. Arkansas will report indicators 1 through 14 and 20 for each LEA serving children with disabilities (CWD). Any LEA not meeting targets on compliance indicators (0% for Indicators 4B, 09 & 10 and 100% for Indicators 11, 12, 13, and 20) are non-compliant with IDEA.

**There are no report changes for the 2013/14 school year profile; However, it is important to recognize that .**

- Indicator 01** (Graduation) is reported a year in arrear (2012/13 graduates) and is based on a four-year cohort. This means the rate is a measure of students who entered in ninth grade and graduate in four years. The calculation is a requirement under Title I of the Elementary and Secondary Education Act (ESEA).
- Indicator 02** (Drop out) is reported a year in arrear. This means the rate is a measure of students who dropped out in the 2012/13 school year. The **Indicator 02** data are aligned with the Common Core of Data (CCD) requirements for grades 7-12.
- Indicator 04A and 4B** (Suspension/Expulsion) is reported a year in arrear. This means the rate is a measure of students who had out-of-school suspensions and/or expulsions totaling more than 10 days.

For a complete description of all the Indicators, please visit the special education website at  
<http://arksped.k12.ar.us/PolicyAndRegulations>

**LEA: 9150 - DHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES**

**Indicator 01: Graduation Rates (2012/13 school year)**

Percent of youth with IEPs graduating from high school with a regular diploma	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	80.38%	85.00%	100.00%	Y

**Indicator 02: Dropout Rates (2012/13 school year)**

Percent of youth with IEPs dropping out of high school	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
	1.97%	2.77%	--	N/A

**Indicator 03: Assessment on Statewide Benchmark Exam (grades 3-8, 11)**

**A) Annual Measurable Objectives**

n=25	Met Disability Subgroup "n" for Reporting Purposes (Y/N)	State Target for % of Districts Meeting AMO for Disability Subgroup	% of Districts Meeting AMO for Disability Subgroup	Target Met by LEA(Y/N)
Overall	N/A	17.16%	1.59%	N/A
Literacy	N/A		9.92%	N/A
Mathematics	N/A		3.17%	N/A

*Note: For a district to qualify as having a disability subgroup it must have a minimum of 25 (n=25) students with disabilities in a school building.*

**B) Participation**

Participation Rate: # of CWD Tested ÷ # of CWD Enrolled in grades tested.	State Rate	State Target	LEA Rate	Target Met by LEA (Y/N)
Participation Rate: Literacy	97.72%	95.00%	--	N/A
Participation Rate: Math	96.91%	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	32.26%	31.27%	--	N/A
Proficiency Rate: Mathematics	40.56%	40.13%	--	N/A

**Indicator 04: Out-of-School Suspensions and Expulsions (2012/13 school year)**

**A) Suspension/Expulsion**

Percent difference of CWD with out-of-school suspensions and expulsions totaling greater than 10 days in a school year as compared to the same data for general education students in the district.	<b>Allowable Difference</b>	<b>LEA Difference</b>	<b>Target Met by LEA (Y/N)</b>
	≤1.36	--	N/A

**B) Suspension/Expulsion by Race and Ethnicity**

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	5.14	5.77	N/A

**Indicator 05: School Age (5-21) Least Restrictive Environment**

**A) In the Regular Class 80% or more of the day**

Percent of CWD with IEPs receiving instruction in the regular class 80% or more of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.90%	53.97%	--	N/A

**B) In the Regular Class less than 40% of the day**

Percent of CWD with IEPs receiving instruction in the regular class less than 40% of the day.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	13.39%	12.99%	--	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 placements.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	2.37%	2.55%	100.00%	Y

Note for Indicator 5C: The LEA rate may be impacted by the number of residential facilities located within the LEA's boundaries and by placements made for non-educational reasons by parents, courts and entities other than the LEA.

**Indicator 06: Early Childhood (3-5) Least Restrictive Environment**

**A) Regular Early Childhood Program**

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.53	31.01	0.00%	N

**B) Separate special education class, separate school or residential facility**

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA(Y/N)</b>
	28.56	29.80	100.00%	N

**Indicator 07: Preschool (3-5) Outcomes**

	A) Positive Social - Emotional Skills (Including social relationships)		B) Acquisition and Use of Knowledge and Skills (Including early language/ communication and early literacy)		C) Use of Appropriate Behaviors to Meet Their Needs	
	State Rate	LEA Rate	State Rate	LEA Rate	State Rate	LEA Rate
a) Percent of preschool CWD children who did not improve functioning.	2.60%	4.44%	2.17%	4.38%	1.77%	3.19%
b) Percent of preschool CWD who improved but whose functioning remained below same age peers.	7.07%	7.50%	8.25%	8.54%	5.56%	6.88%
c) Percent of preschool CWD who improved at a level nearer to same aged peers.	27.15%	47.43%	34.93%	47.71%	19.80%	36.32%
d) Percent of preschool CWD who improved functioning to reach a level comparable to same age peers.	36.25%	37.29%	42.97%	36.94%	39.80%	47.36%
e) Percent of preschool CWD children who maintain functioning at a level comparable to same aged peers.	26.93%	3.33%	11.68%	2.43%	33.08%	6.25%

**Summary Statements**

	A) Positive Social -Emotional Skills*				B) Acquisition and Use of Knowledge and Skills **				C) Use of Appropriate Behaviors to Meet Their Needs			
	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)	State Rate	State Target	LEA Rate	Target Met by LEA(Y/N)
1) Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	86.76%	89.16%	86.76%	N	88.20%	89.98%	88.20%	N	89.05%	90.71%	89.05%	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	63.18%	66.32%	63.18%	N	54.65%	57.17%	54.65%	N	72.87%	75.95%	72.87%	N

NOTE: \* Including social relationships

\*\* Including early language/ communication and early literacy



**Indicator 08: Parent Involvement**

Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Early Childhood (3-5)</b>	90.02%	89.94%	84.38%	N
	<b>School Age (5-21)</b>	93.57%	94.05%	--	N/A

Note: \* Indicates a zero response rate for the district.

**Indicator 09: Disproportionality - Eligibility**

Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 09 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in eligibility.

**Indicator 10: Disproportionality-Child with a Disability**

Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).	<b>State Rate</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	0.00%	0.00%	N/A

Note: The target for Indicator 10 is to have zero percent (0%) of districts identified as having disproportionate representation as a result of inappropriate identification in a disability category.

**Indicator 11: Child Find**

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.		<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	99.62%	100.00%	--	N/A
	<b>Early Childhood (3-5)</b>	99.77%	100.00%	99.77%	N
	<b>School Age (5-21)</b>	99.44%	100.00%	--	N/A

**Indicator 12: Early Childhood Transition**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	99.77%	100.00%	99.84%	N

**Indicator 13: Secondary Transition**

Percent of youth with disabilities aged 16 and up with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	98.58	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**

A. Percent of youth enrolled in higher education within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	18.17	13.35	--	N/A

B. Percent of youth enrolled in higher education or competitively employed within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	52.19	49.04	--	N/A

C. Percent of youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<b>State Rate</b>	<b>State Target</b>	<b>LEA Rate</b>	<b>Target Met by LEA (Y/N)</b>
	54.64	59.36	--	N/A

**State Indicator: Reported Data-Timely and Accurate\***

District submitted required data elements on or before due dates; made revisions within the allotted review periods.	<b>Accurate and Timely Data Submission</b>	<b>State Target</b>	<b>Target Met by LEA (Y/N)</b>
	<b>Overall (3-21)</b>	100.00%	Y
	<b>Early Childhood (3-5)</b>	100.00%	Y
	<b>School Age (5-21)</b>	100.00%	Y

\*Data reviewed for timely and accurate submissions included all APSCN cycle data except for Special Education Employees - Cycle 4