

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue, creating a modern and professional look.

Special Education Annual Performance Report FFY 2020

January 18, 2022

Indicator 1: Graduation

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target >=	88.00%	88.00%	88.00%	88.00%	88.00%	88.00%

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
3,319	3,653	82.58%	88.00%	90.86%	Met target	No Slippage

Indicator 2: Dropout

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target <=	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
266	3,653	1.65%	10.00%	7.28%	Met target	No Slippage

Indicator 3: Assessment

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

Data Source

- 3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS185 and 188.
- 3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS175 and 178.
- 3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS175 and 178.
- 3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED Facts file specifications FS175 and 178.

Indicator 3A: Participation

Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets through FFY 2025

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Indicator 3A: Participation

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	5,287	5,403		95.00%	97.85%	N/A	N/A
B	Grade 8	4,847	5,087		95.00%	95.28%	N/A	N/A
C	Grade HS	8,632	9,282		95.00%	93.00%	N/A	N/A

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	5,297	5,403		95.00%	98.04%	N/A	N/A
B	Grade 8	4,870	5,086		95.00%	95.75%	N/A	N/A
C	Grade HS	8,713	9,284		95.00%	93.85%	N/A	N/A

Indicator 3B: Proficiency on the Regular Assessment

Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Targets through FFY 2025

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	6.68%	6.91%	7.13%	7.36%	7.59%	7.81%
Reading	B >=	Grade 8	4.46%	4.73%	5.01%	5.27%	5.55%	5.83%
Reading	C >=	Grade HS	3.56%	3.71%	3.85%	3.99%	4.14%	4.29%
Math	A >=	Grade 4	14.23%	14.57%	14.90%	15.24%	15.57%	15.91%
Math	B >=	Grade 8	3.54%	3.83%	4.11%	4.40%	4.69%	4.98%
Math	C >=	Grade HS	2.58%	2.71%	2.83%	2.96%	3.08%	3.21%

Indicator 3B: Proficiency on the Regular Assessment

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	332	4,973		6.68%	6.68%	N/A	N/A
B	Grade 8	203	4,547		4.46%	4.46%	N/A	N/A
C	Grade HS	287	8,070		3.56%	3.56%	N/A	N/A

Indicator 3B: Proficiency on the Regular Assessment

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	709	4,984		14.23%	14.23%	N/A	N/A
B	Grade 8	162	4,571		3.54%	3.54%	N/A	N/A
C	Grade HS	210	8,154		2.58%	2.58%	N/A	N/A

Indicator 3C: Proficiency on the Alternate Assessment

Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year..

Targets through FFY 2025

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	30.57%	32.66%	34.74%	36.83%	38.91%	40.99%
Reading	B >=	Grade 8	15.00%	17.87%	19.96%	22.05%	24.13%	26.22%
Reading	C >=	Grade HS	11.21%	16.35%	18.43%	20.52%	22.60%	24.69%
Math	A >=	Grade 4	11.50%	14.92%	18.35%	21.77%	25.20%	28.62%
Math	B >=	Grade 8	12.04%	16.30%	20.56%	24.82%	29.08%	33.33%
Math	C >=	Grade HS	15.21%	19.22%	23.24%	27.25%	31.26%	35.28%

Indicator 3C: Proficiency on the Alternate Assessment

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	96	314		30.57%	30.57%	N/A	N/A
B	Grade 8	45	300		15.00%	15.00%	N/A	N/A
C	Grade HS	63	562		11.21%	11.21%	N/A	N/A

Indicator 3C: Proficiency on the Alternate Assessment

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	36	313		11.50%	11.50%	N/A	N/A
B	Grade 8	36	299		12.04%	12.04%	N/A	N/A
C	Grade HS	85	559		15.21%	15.21%	N/A	N/A

Indicator 3D: Proficiency Gap on the Regular Assessment

Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Targets through FFY 2025

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A <=	Grade 4	35.24	34.74	34.24	33.74	33.24	32.74
Reading	B <=	Grade 8	42.75	42.20	41.65	41.10	40.55	40.00
Reading	C <=	Grade HS	37.35	36.69	36.02	35.35	34.69	34.02
Math	A <=	Grade 4	33.83	33.32	32.81	32.30	31.79	31.28
Math	B <=	Grade 8	40.12	38.77	37.42	36.07	34.72	33.37
Math	C <=	Grade HS	28.24	27.78	27.31	26.84	26.38	25.91

Indicator 3D: Proficiency Gap on the Regular Assessment

FFY 2020 SPP/APR Data: Reading Assessment								
Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	6.68%	36.23%		35.24	29.56	Met target	N/A
B	Grade 8	4.46%	43.12%		42.75	38.65	Met target	N/A
C	Grade HS	3.56%	37.53%		37.35	33.97	Met target	N/A

Indicator 3D: Proficiency Gap on the Regular Assessment

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	14.23%	43.06%		33.83	28.84	Met target	N/A
B	Grade 8	3.54%	36.21%		40.12	32.67	Met target	N/A
C	Grade HS	2.58%	24.26%		28.24	21.68	Met target	N/A

Indicator 4: Discipline

Indicator 4A: Suspension/Expulsion

Results indicator: Rates of suspension and expulsion:

4A.a. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

4A.b. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Indicator 4A: Discipline

Indicator 4A: Suspension/Expulsion

- ▶ Has the State Established a minimum n-size requirement? Yes
- ▶ The State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement. 261

Targets Through 2025						
FFY	2020	2021	2022	2023	2024	2025
Target <=	29.80%	29.50%	29.20%	28.90%	28.60%	28.30%

Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
2	19	29.51%	29.80%	10.53%	Met target	No Slippage

Indicator 4B: Discipline

Indicator 4B: Suspension/Expulsion

Compliance indicator: Rates of suspension and expulsion:

4B.a Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

4B.b Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Indicator 4B: Discipline

Indicator 4B: Suspension/Expulsion

- ▶ Has the State Established a minimum n-size requirement? Yes
- ▶ The State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement. 21

Targets Through 2025

FFY	2020	2021	2022	2023	2024	2025
Target <=	0%	0%	0%	0%	0%	0%

Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status
1	0	259	0.38%	0%	0.00%	Met target

Indicator 5: Education Environments (children 5-21)

Results indicator: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.
(20 U.S.C. 1416(a)(3)(A))

Data Source

- ▶ Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002

Indicator 5: Education Environments (children 5-21)

Measurement

- A. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80\% or more of the day)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40\% of the day)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.
- C. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.

Indicator 5: Education Environments (Children 5-21)

Targets through 2025						
FFY	2020	2021	2022	2023	2024	2025
Target A >=	57.32%	57.70%	58.07%	58.45%	58.82%	59.20%
Target B <=	12.08%	11.98%	11.88%	11.78%	11.68%	11.58%
Target C <=	1.99%	1.99%	1.99%	1.99%	1.99%	1.99%

Indicator 5: Education Environments (Children 5-21)

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	39,151	66,544	56.94%	57.32%	58.83%	Met target	No Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	7,762	66,544	12.18%	12.08%	11.66%	Met target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound /hospital placements	1,276	66,544	2.01%	1.99%	1.92%	Met target	No Slippage

INDICATOR 6: PRESCHOOL ENVIRONMENTS

Results indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

INDICATOR 6: PRESCHOOL ENVIRONMENTS

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

Measurement

A. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \text{ times } 100.$

B. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \text{ times } 100.$

C. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \text{ times } 100.$

INDICATOR 6: PRESCHOOL ENVIRONMENTS

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target A >=	21.44%	22.13%	22.83%	23.53%	24.22%	24.92%
Target B <=	19.73%	19.25%	18.77%	18.29%	17.81%	17.31%
Target C <=	1.08%	1.04%	1.00%	0.96%	0.92%	0.88%

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	1,637	8,723	20.74%	21.44%	18.77%	Did not meet target	Slippage
B. Separate special education class, separate school or residential facility	1,894	8,723	20.21%	19.73%	21.71%	Did not meet target	Slippage
C. Home	94	8,723		1.08%	1.08%	N/A	N/A

INDICATOR 7: PRESCHOOL OUTCOMES

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- 7A. Positive social-emotional skills (including social relationships);**
- 7B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and**
- 7C. Use of appropriate behaviors to meet their needs.**

INDICATOR 7: PRESCHOOL OUTCOMES

Progress Categories for A, B, and C:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right] \times 100$.

INDICATOR 7: PRESCHOOL OUTCOMES

MEASUREMENT: OUTCOMES SUMMARY STATEMENTS

- A. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$
- B. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$

INDICATOR 7: PRESCHOOL OUTCOMES

Targets through FFY 2025

FFY	2020	2021	2022	2023	2024	2025
Target A1 >=	89.16%	89.64%	90.12%	90.60%	91.08%	91.56%
Target A2 >=	66.32%	66.80%	37.28%	67.76%	68.24%	68.72%
Target B1 >=	89.98%	90.46%	90.64%	91.42%	91.90%	92.38%
Target B2 >=	66.32%	66.80%	67.28%	67.76%	68.24%	68.72%
Target C1 >=	90.71%	89.73%	90.21%	91.17%	91.65%	92.13%
Target C2 >=	75.95%	94.97%	93.99%	75.46%	76.93%	78.00%

INDICATOR 7: PRESCHOOL OUTCOMES

Outcome A: Positive social-emotional skills (including social relationships)

Outcome A	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: $(c+d)/(a+b+c+d)$</i>	3,071	3,517	88.70%	89.16%	87.32%	Did not meet target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. <i>Calculation: $(d+e)/(a+b+c+d+e)$</i>	2,926	4,676	63.66%	66.32%	62.57%	Did not meet target	Slippage

INDICATOR 7: PRESCHOOL OUTCOMES

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

Outcome B	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	3,798	4,317	89.53%	89.98%	87.98%	Did not meet target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	2,241	4,676	48.27%	66.32%	47.93%	Did not meet target	No Slippage

INDICATOR 7: PRESCHOOL OUTCOMES

Outcome C: Use of appropriate behaviors to meet their needs

Outcome C	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	2,971	3,344	90.68%	90.71%	88.85%	Did not meet target	Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	3,277	4,676	70.18%	75.95%	70.08%	Did not meet target	No Slippage

INDICATOR 8: PARENT INVOLVEMENT

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Targets through FFY 2025

FFY	2020	2021	2022	2023	2024	2025
EC Targets	89.94%	90.92%	91.90%	92.88%	93.86%	94.84%
SA Targets	94.05%	94.53%	95.01%	95.49%	95.97%	96.45%

Group	Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
Preschool	2,683	2,963	91.12%	89.94%	90.55%	Met target	No Slippage
School age	15,061	15,651	96.52%	94.05%	96.23%	Met target	No Slippage

INDICATOR 9: DISPROPORTIONATE REPRESENTATION

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Has the State Established a minimum n-size requirement? Yes

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 19

FFY	2020	2021	2022	2023	2024	2025
Targets	0%	0%	0%	0%	0%	0%

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
5	0	261	0.00%	0%	0.00%	Met target	No Slippage

INDICATOR 10: DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Has the State Established a minimum n-size requirement? Yes

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 19

FFY	2020	2021	2022	2023	2024	2025
Targets	0%	0%	0%	0%	0%	0%

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
23	0	261	0.00 %	0.00%	0.00%	Met Target	No Slippage

INDICATOR 11: CHILD FIND

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Measurement

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Targets	100%	100%	100%	100%	100%	100%

INDICATOR 11: CHILD FIND

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
15,933	15,830	99.71%	100%	99.35%	Did not meet target	No Slippage
Number of children included in (a), but not included in (b) [a-b]			103			

Indicator 12: Early Childhood Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

Indicator 12: Early Childhood Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Targets	100%	100%	100%	100%	100%	100%

Measure	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	49	49	100.00%	100%	100.00%	Met target	No Slippage

Indicator 13: Secondary Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 13: secondary transition

Targets through FFY 2025

FFY	2020	2021	2022	2023	2024	2025
Targets	100%	100%	100%	100%	100%	100%

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
210	249	71.26%	100%	84.34%	Did not meet target	No Slippage

Indicator 14: Post-school Outcomes

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.**
- B. Enrolled in higher education or competitively employed within one year of leaving high school.**
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))**

Indicator 14: Post-school Outcomes

Measurement

- A. Percent enrolled in higher education = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $\left[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \times 100$.

Indicator 14: Post-school Outcomes

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target A >=	13.06%	13.26%	13.46%	13.66%	13.86%	14.06%
Target B >=	49.21%	49.87%	50.53%	51.19%	51.85%	52.51%
Target C >=	59.89%	60.44%	60.99%	61.54%	62.09%	62.64%

Indicator 14: Post-school Outcomes

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Enrolled in higher education	81	512	10.90%	13.06%	15.82%	Met target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school	328	512	41.97%	49.21%	64.06%	Met target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	350	512	48.45%	59.89%	68.36%	Met target	No Slippage

Indicator 15: Resolution Sessions

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = (3.1(a) divided by 3.1) times 100.

Targets through FFY 2025

FFY	2020	2021	2022	2023	2024	2025
Target >=	56.96%	58.92%	60.88%	62.84%	64.80%	66.76%

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
10	17	93.33%	56.96%	58.82%	Met target	No Slippage

Indicator 16: Mediation

Results indicator: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1 times 100.

Targets through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target >=	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
0	15	15	100.00%	75.00%	100.00%	Met target	No Slippage

Indicator 17: State Systemic Improvement Plan

Strategy One: Create a system of support that is aligned with other ADE Units and is differentiated based on LEA's needs as evidenced by data.

Activities for Strategy One:

- Advancing Inclusive Principal Leadership (AIPL)
- High-Leverage Practices (HLPs) embedded into statewide initiatives
- Inclusive PLC Project Cohort (4 Pilot Schools FY 21, 11 Pilot Schools FY 22)
- Division of Learning Services Meetings
- HLP trainings monthly to SEA unit leaders
- Quarterly HLP trainings to regional cooperative content specialists
- Arkansas Collaborative Consultants initiative alignment and embedding HLPs into performance measures
- SEA collaborative partnership with the Arkansas Association of Educational Administrators to provide professional development for beginning administrators regarding inclusive practices, PLCs, RTI, and Behavior Supports
- SEA and LEA partnership with the National Center for Systemic Improvement to complete a problem investigation learning sprint focused on Least Restrictive Environment (LRE)

Indicator 17: State Systemic Improvement Plan

Strategy Two: In collaboration with other DESE Units, restructure Arkansas' Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

*DESE-OSE and SPDG are transforming and expanding Arkansas' statewide coherent system of supports through competency-based professional learning and ongoing coaching to increase the implementation of Response to Intervention (RTI), and high-leverage and other evidence-based practices at the regional, district, and school levels.

*Shift from a one-size-fits-all professional development system to a targeted, individualized multi-tiered approach to professional learning.

*Development of micro-credentials for Universal Design for Learning (UDL) and High Leverage Practices (HLPs)

*Collaborate with the R.I.S.E. specialists to ensure application of the Science of Reading (SoR) for all populations served under IDEA

Indicator 17: State Systemic Improvement Plan - State Identified Measurable Result (SIMR)

What is the State-identified Measurable Result (SiMR)?

The State-identified Measurable Result (SiMR) is the percent of students with disabilities (SWD) in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

Targets Through FFY 2025						
FFY	2020	2021	2022	2023	2024	2025
Target>=	60.66%	61.50%	62.33%	63.16%	63.37%	64.50%

Indicator 17: State Systemic Improvement Plan - State Identified Measurable Result (SIMR)

Percent of students with disabilities (SWD) in grades 3- 5, from the targeted schools, whose value- added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

Number of SWD with a high or moderate VAS in reading at participating schools and grade levels.	Number of SWD with a VAS in reading at participating schools and grade levels.	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
533	828		60.66%	64.37%	Met target	No Slippage