



Arkansas Department of Education

Special Education Unit

0101: DEWITT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	58.33%	N	26.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.41%	N	0.12%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.97%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.97%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.33%	N	25.90%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.54%	N	25.61%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.76%	N	0.40%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	23.39%	N	36.46%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.36%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.34%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	78.79%	N	16.70%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0104: STUTTGART SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.03%	N	0.74%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.43%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.43%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.80%	N	17.43%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.60%	N	21.55%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.29%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.50%	N	5.35%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.50%	N	3.86%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.00%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	94.74%	N	0.75%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

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0.00%	0.00%	≤4.00	Y	N/A	↔
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


0201: CROSSETT SCHOOL DISTRICT

2016/17 Annual Performance Report

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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

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EARLY CHILDHOOD OUTCOMES

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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.02%	N	4.47%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0203: HAMBURG SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.33%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.16%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.93%	N	28.30%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.08%	N	29.07%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	67.50%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.50%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.50%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	91.30%	N	4.19%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0302: COTTER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.25%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.25%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.71%	N	23.52%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.50%	N	26.65%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.69%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.09%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	97.87%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

0303: MOUNTAIN HOME SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	68.75%	N	16.25%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.99%	N	0.70%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.54%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.03%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.75%	N	17.48%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.61%	N	19.54%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.22%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	63.51%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.14%	N	2.50%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.54%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	92.16%	N	3.33%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0304: NORFORK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.88%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.88%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	45.16%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	54.84%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.09%	N	0.76%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	27.27%	N	14.63%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.12%	N	0.37%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0401: BENTONVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.49%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.38%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.47%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	19.20%	N	15.03%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.92%	N	17.23%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.09%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	49.20%	N	10.65%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.35%	N	0.71%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.66%	N	0.20%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.07%	N	1.42%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

0402: DECATUR SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	92.31%	N	2.69%	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	92.31%	N	2.69%	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.89%	N	25.26%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.57%	N	11.28%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.57%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.29%	N	1.83%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	85.00%	N	10.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0403: GENTRY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.02%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.03%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.10%	N	24.13%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.20%	N	28.95%	↑

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.71%	N	6.14%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.14%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.14%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	83.72%	N	11.77%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓



Arkansas Department of Education

Special Education Unit

0404: GRAVETTE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	71.43%	N	13.57%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.29%	N	18.94%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.11%	N	20.04%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.95%	N	1.90%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.98%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.38%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.25%	N	1.24%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0405: ROGERS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.79%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.30%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.24%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.66%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.20%	N	13.03%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	20.56%	N	18.59%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.51%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.33%	N	12.52%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.70%	N	5.06%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.76%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.18%	N	7.31%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0406: SILOAM SPRINGS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	82.61%	N	2.39%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.48%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.68%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.04%	N	17.19%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.08%	N	17.07%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.09%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	64.02%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.20%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.43%	N	1.97%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	86.61%	N	8.88%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	97.96%	N	2.04%	↑

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	9.09%	N	5.73%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	13.64%	N	36.87%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	18.18%	N	43.52%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0407: PEA RIDGE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.36%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.97%	N	23.26%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.38%	N	23.77%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.11%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.36%	N	6.49%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.56%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.26%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	85.42%	N	10.07%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0440: BENTON COUNTY SCHOOL OF ARTS

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.15%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.15%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.00%	N	20.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.00%	N	23.15%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.33%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	67.47%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

0442: NORTHWEST ARKANSAS CLASSICAL ACADEMY

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	55.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	35.00%	N	4.15%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	93.33%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.86%	N	2.63%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

0444: ARKANSAS CONNECTIONS ACADEMY

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	94.44%	N	0.56%	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	94.44%	N	0.56%	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.65%	N	16.58%	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.82%	N	30.33%	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	94.59%	Y	N/A	--
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	--
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	--

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	--
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	--
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School Age (k-12) Rate	93.18%	95.49%	50.00%	N	45.49%	--
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	--
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Arkansas Department of Education

Special Education Unit

0501: ALPENA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.50%	N	0.21%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.64%	N	20.59%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.82%	N	32.33%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.17%	N	5.68%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.39%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.78%	N	0.32%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.57%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0502: BERGMAN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.72%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.70%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.70%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	25.00%	N	9.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	31.58%	N	7.57%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	76.52%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.06%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.32%	N	5.17%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	20.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	50.00%	N	0.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	60.00%	N	1.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0503: HARRISON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	64.29%	N	20.71%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.47%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.28%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.28%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.25%	N	15.98%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	24.09%	N	15.06%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.91%	N	0.94%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.83%	N	5.19%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.78%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	31.58%	N	2.37%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	79.17%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	90.00%	N	1.42%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	70.83%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	91.67%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	91.67%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	95.45%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	91.26%	N	4.23%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

0504: OMAHA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.06%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.18%	N	16.05%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.12%	N	27.03%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.72%	N	5.13%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.89%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	96.30%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	50.00%	N	11.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0505: VALLEY SPRINGS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.88%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.88%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	29.03%	N	5.20%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.81%	N	13.34%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.65%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	55.10%	N	4.75%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.24%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	89.83%	N	5.66%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0506: LEAD HILL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.88%	N	12.35%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.75%	N	20.40%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.93%	N	0.92%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.14%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

0520: OZARK UNLIMITED RESOURCES CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	35.16%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	84.85%	N	5.75%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	72.03%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	82.24%	N	9.18%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	46.61%	N	-32.51%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	97.96%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	90.68%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	89.02%	N	3.86%	↑
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	—

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	---
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

0601: HERMITAGE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.23%	N	31.00%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.45%	N	32.70%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	77.78%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.16%	N	3.33%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0602: WARREN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.64%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	1.98%	N	32.25%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	7.84%	N	31.31%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.01%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	78.53%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.66%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.35%	N	1.14%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	92.31%	N	7.69%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


0701: HAMPTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.13%	N	0.84%	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.50%	N	26.73%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.00%	N	29.15%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.42%	N	0.06%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.73%	N	1.12%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.59%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.00%	N	0.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


0801: BERRYVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.71%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.97%	N	19.26%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.77%	N	25.38%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.07%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.43%	N	6.42%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.58%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.52%	N	0.97%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

0802: EUREKA SPRINGS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.00%	N	16.23%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	26.53%	N	12.62%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	74.68%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.27%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.27%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	87.10%	N	8.39%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	92.31%	N	7.69%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

0803: GREEN FOREST SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.88%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.88%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.18%	N	16.05%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.05%	N	22.10%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.15%	N	13.70%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.69%	N	2.05%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.27%	N	1.22%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

0901: DERMOTT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	50.00%	N	35.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.03%	N	31.20%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.06%	N	33.09%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	3.37%	N	2.01%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	32.73%	N	27.12%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	25.45%	N	12.81%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	85.71%	N	9.78%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

0903: LAKESIDE SCHOOL DISTRICT (CHICOT)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.39%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.39%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.25%	N	22.98%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.75%	N	25.40%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.31%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	82.64%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.61%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	80.95%	N	14.54%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	95.45%	N	4.55%	↓

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1002: ARKADELPHIA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.36%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.36%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.74%	N	19.49%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.03%	N	23.12%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.78%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.03%	N	12.82%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	22.88%	N	10.24%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.85%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.26%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1003: GURDON SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.67%	N	22.56%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.33%	N	25.82%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.61%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.05%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	75.00%	N	20.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1020: DAWSON EDUCATION SERVICE CO-OP 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	43.44%	Y	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	83.06%	N	7.54%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	45.78%	N	21.98%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	87.20%	N	4.22%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	28.89%	N	7.95%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	87.78%	N	3.39%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	50.22%	N	25.24%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	93.89%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

1101: CORNING SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.50%	Y	N/A	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	25.00%	N	9.23%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.44%	N	19.71%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.21%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.03%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.72%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	--
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School Age (k-12) Rate	93.18%	95.49%	99.01%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1104: PIGGOTT SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	55.56%	N	29.44%	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.44%	Y	N/A	↓
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.47%	Y	N/A	↓
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.42%	N	15.81%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.97%	N	13.18%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	45.67%	N	14.18%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.30%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.57%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	92.54%	N	2.95%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1106: RECTOR SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	5.56%	N	3.27%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.55%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.55%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.57%	N	30.66%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.93%	N	30.22%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	55.91%	N	3.94%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.15%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	88.73%	N	6.76%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1201: CONCORD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.33%	N	1.04%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.96%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.96%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.25%	N	27.98%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	20.83%	N	18.32%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	62.03%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.80%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.27%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1202: HEBER SPRINGS SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↑
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.45%	N	1.16%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.58%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.58%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.55%	N	17.68%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.42%	N	19.73%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.13%	N	8.72%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.16%	N	0.52%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.26%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	85.11%	N	10.38%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

0.00%

N

14.82%



B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

14.29%

N

36.22%



C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

21.43%

N

40.27%



Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1203: QUITMAN SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.12%	N	22.11%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	9.09%	N	30.06%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.75%	N	12.10%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.50%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.90%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.10%	N	2.39%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	16.67%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	16.67%	N	33.84%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	16.67%	N	45.03%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1204: WESTSIDE SCHOOL DISTRICT (CLEBURNE) 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.00%	N	22.23%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.00%	N	27.15%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innapropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	82.43%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.70%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

1304: WOODLAWN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.18%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.18%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.56%	N	28.67%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	1.85%	N	37.30%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	79.52%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.20%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.37%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1305: CLEVELAND COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.78%	N	0.49%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.04%	N	21.19%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.39%	N	21.76%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.52%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.36%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.01%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1402: MAGNOLIA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	95.65%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.75%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.92%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.92%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.84%	N	24.39%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.57%	N	26.58%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.27%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.58%	N	19.27%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.64%	N	1.00%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.27%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.78%	N	0.71%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1408: EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.00%	N	14.23%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.56%	N	23.59%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.70%	N	1.15%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.26%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.88%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	95.83%	N	4.17%	↓
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1503: NEMO VISTA SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	0.00%	N	85.00%	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.08%	Y	N/A	↓
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.08%	Y	N/A	↓
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.57%	N	12.66%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	27.45%	N	11.70%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.76%	N	5.09%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.10%	N	0.46%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.19%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


1505: WONDERVIEW SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.20%	N	24.03%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.20%	N	28.95%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.47%	N	0.11%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.89%	N	11.96%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.67%	N	3.82%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1507: SO. CONWAY CO. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.30%	N	0.01%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.68%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.68%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.11%	N	18.12%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.48%	N	17.67%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.20%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	63.48%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.41%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	99.40%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1520: ARCH FORD EDUCATION SERVICE CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	7.81%	N	26.14%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	89.62%	N	0.98%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	90.36%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	83.43%	N	7.99%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	70.30%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	92.16%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	94.42%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	95.90%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

1601: BAY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	1.79%	N	32.44%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.36%	N	33.79%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.73%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

30.95%

N

28.90%



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

20.24%

N

7.60%



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

0.00%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.00%	N	5.49%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1602: WESTSIDE CONS. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	62.50%	N	22.50%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.79%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.33%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.33%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.38%	N	26.85%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	9.40%	N	29.75%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.25%	N	3.60%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.54%	N	0.90%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.17%	N	1.71%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.62%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1603: BROOKLAND SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.50%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.22%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.59%	N	22.64%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.51%	N	19.64%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.72%	N	13.13%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.23%	N	1.59%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.12%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1605: BUFFALO IS. CENTRAL SCH. DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	76.92%	N	8.08%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.17%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.39%	N	17.84%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.67%	N	19.48%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	20.22%	N	39.63%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.99%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	96.20%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit


1608: JONESBORO SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	89.36%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.44%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.81%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.81%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.33%	N	20.90%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.62%	N	23.53%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.15%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.25%	N	15.60%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.39%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.30%	N	1.84%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.87%	N	4.62%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	99.25%	N	0.75%	↓
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

1611: NETTLETON SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	95.99%	Y	N/A	↓
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	95.99%	Y	N/A	↓
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.24%	N	21.99%	↑
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.24%	N	26.91%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.28%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	37.95%	N	21.90%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	21.94%	N	9.30%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.72%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.16%	N	7.33%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	97.70%	N	2.30%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1612: VALLEY VIEW SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.00%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.57%	N	1.28%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.84%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.84%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	26.32%	N	7.91%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	24.56%	N	14.59%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.93%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.81%	N	2.17%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.34%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	97.14%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1613: RIVERSIDE SCHOOL DISTRICT (CRAIGHEAD) 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	55.56%	N	29.44%	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.28%	N	0.99%	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.11%	N	24.12%	↓
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.24%	N	27.91%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.49%	N	0.13%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.44%	N	15.41%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.58%	N	1.94%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.76%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1701: ALMA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	94.74%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.22%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.22%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	19.29%	N	14.94%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.65%	N	17.50%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	74.70%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.98%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	96.06%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1702: CEDARVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.65%	N	16.58%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	24.71%	N	14.44%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.76%	N	0.40%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.83%	N	15.02%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	28.45%	N	15.81%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1703: MOUNTAINBURG SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.61%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.61%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	19.72%	N	14.51%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.13%	N	18.02%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	55.65%	N	4.20%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.13%	N	3.49%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	98.36%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

1704: MULBERRY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.33%	N	17.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.29%	N	24.86%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	50.68%	N	9.17%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.96%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	91.67%	N	3.82%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	25.00%	N	25.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	25.00%	N	36.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

1705: VAN BUREN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.75%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.79%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.79%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	23.43%	N	10.80%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.85%	N	15.30%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.16%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.30%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.50%	N	6.86%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.63%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	80.00%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	80.00%	N	11.42%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	75.00%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	95.00%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	87.88%	N	5.00%	
School Age (k-12) Rate	93.18%	95.49%	96.08%	Y	N/A	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1802: EARLE SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.67%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.67%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	19.05%	N	15.18%	↓
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	26.19%	N	12.96%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	34.48%	N	25.37%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	18.97%	N	6.33%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.72%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	83.33%	N	12.16%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1803: WEST MEMPHIS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	74.07%	N	10.93%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.59%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.67%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.67%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.34%	N	23.89%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.88%	N	28.27%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.04%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	37.30%	N	22.55%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.88%	N	4.24%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.80%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.76%	N	4.73%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	95.08%	N	4.92%	↑
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

1804: MARION SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	86.21%	Y	N/A	↓
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.81%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.32%	Y	N/A	↓
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.32%	Y	N/A	↓
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.40%	N	31.83%	↓
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	4.45%	N	34.70%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

2.37%

N

1.01%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	32.06%	N	27.79%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	25.27%	N	12.63%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.91%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.69%	N	0.80%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	12.90%	N	1.92%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	25.81%	N	24.70%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	38.71%	N	22.99%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


1901: CROSS COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.15%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.15%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.32%	N	22.91%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.09%	N	24.06%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.29%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	69.05%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.29%	N	1.65%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	86.11%	N	9.38%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	94.12%	N	5.88%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

1905: WYNNE SCHOOL DISTRICT 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	94.12%	Y	N/A	↑
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.72%	Y	N/A	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.80%	Y	N/A	↑
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.60%	Y	N/A	↑
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.41%	N	20.82%	↓
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.69%	N	27.46%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.37%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	42.48%	N	17.37%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.53%	N	6.89%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.32%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.89%	N	3.60%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate

99.85%

100.00%

100.00%

Y

N/A



School Age (k-12) Rate

99.64%

100.00%

100.00%

Y

N/A



TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%

100.00%

N/A

N/A

N/A



Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%

100.00%

100.00%

Y

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

2002: FORDYCE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.92%	N	30.31%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.88%	N	33.27%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.83%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	10.05%	N	49.80%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.52%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	59.30%	N	56.84%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	92.59%	N	2.90%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2104: DUMAS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.00%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.50%	N	21.73%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.91%	N	23.24%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.80%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	43.36%	N	16.49%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.29%	N	0.65%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.55%	N	1.94%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2105: MCGEHEE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.50%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.03%	N	0.74%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.15%	N	29.08%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.19%	N	32.96%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.63%

N

0.27%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.06%	N	12.79%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.24%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	85.71%	N	9.78%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2202: DREW CENTRAL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	71.43%	N	13.57%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.44%	N	2.15%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.39%	N	23.84%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.99%	N	26.16%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.21%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.38%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.71%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.44%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

2203: MONTICELLO SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.33%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	29.63%	N	4.60%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	29.63%	N	9.52%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	25.76%	N	34.09%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	21.21%	N	8.57%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	7.58%	N	5.12%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.63%	N	2.86%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	25.00%	N	25.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	37.50%	N	24.20%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

2220: SOUTHEAST ARKANSAS EDUCATIONAL SERVICE CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	36.93%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	87.92%	N	2.68%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	81.03%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	90.77%	N	0.65%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	70.00%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	88.67%	N	2.50%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	82.41%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	94.88%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	—

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.80%	Y	N/A	↓
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

2301: CONWAY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.61%	N	1.39%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.64%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.32%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.32%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.80%	N	13.43%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.66%	N	13.49%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.34%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.39%	N	1.46%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.15%	N	2.51%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.03%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.64%	N	1.85%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	10.94%	N	3.88%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	28.13%	N	22.39%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	34.38%	N	27.33%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

2303: GREENBRIER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	94.74%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.72%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	28.08%	N	6.15%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	32.51%	N	6.64%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	62.78%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.39%	N	3.75%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.56%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	88.64%	N	6.85%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2304: GUY-PERKINS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	50.00%	N	35.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	28.89%	N	5.34%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	33.33%	N	5.82%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.49%	N	0.36%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.19%	N	2.55%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	87.18%	N	8.31%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	94.74%	N	5.26%	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2305: MAYFLOWER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.33%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.89%	N	23.34%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.86%	N	25.29%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.75%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	80.36%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.98%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.60%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	85.96%	N	9.53%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2306: MT. VERNON/ENOLA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.29%	N	19.94%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.90%	N	27.25%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	45.31%	N	14.54%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.19%	N	4.55%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	25.00%	N	36.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2307: VILONIA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	91.89%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.99%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.34%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.34%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.38%	N	19.85%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.06%	N	21.09%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.31%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.91%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.06%	N	4.42%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.12%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2402: CHARLESTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.62%	N	29.61%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.75%	N	20.40%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.00%	N	11.85%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.00%	N	1.36%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.02%	N	2.47%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2403: COUNTY LINE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.11%	N	23.12%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.81%	N	24.34%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	71.43%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	5.36%	N	2.90%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.68%	N	2.81%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


2404: OZARK SCHOOL DISTRICT (FRANKLIN)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.31%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.31%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.66%	N	19.57%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.24%	N	21.91%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.22%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.85%	N	5.00%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.40%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	8.25%	N	5.79%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2420: WESTERN ARKANSAS CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	-1.00%		N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	3.95%	N	30.00%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	77.78%	N	12.82%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	48.97%	N	18.79%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	80.00%	N	11.42%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	47.59%	N	-6.66%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	74.70%	N	16.47%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	64.83%	N	10.63%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	97.33%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	---
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education Special Education Unit

2501: MAMMOTH SPRING SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	27.50%	N	6.73%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.00%	N	14.15%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.10%	N	5.75%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.39%	N	3.75%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2502: SALEM SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.75%	N	13.48%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	30.19%	N	8.96%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.21%	N	5.64%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.93%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.33%	N	2.16%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

2503: VIOLA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	25.64%	N	8.59%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	30.77%	N	8.38%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	72.13%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.92%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.31%	N	3.18%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2601: CUTTER-MORNING STAR SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	1.96%	N	32.27%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.88%	N	33.27%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	81.08%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.05%	N	1.59%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	86.67%	N	8.82%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	33.33%	N	17.18%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	33.33%	N	28.37%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

2602: FOUNTAIN LAKE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	77.78%	N	7.22%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.52%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.86%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.86%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.84%	N	12.39%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	28.74%	N	10.41%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.62%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	64.63%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.12%	N	7.48%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.61%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.68%	N	6.81%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	97.50%	N	2.50%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2603: HOT SPRINGS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	70.97%	N	14.03%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.73%	N	0.44%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.17%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.80%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.97%	N	22.26%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.72%	N	22.43%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.10%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	66.26%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.26%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.57%	N	2.11%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	87.37%	N	8.12%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

2604: JESSIEVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.17%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.90%	N	27.33%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	3.45%	N	35.70%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.72%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	65.45%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.36%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.91%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

2605: LAKE HAMILTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	86.36%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.61%	N	0.32%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.62%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.62%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.56%	N	16.67%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.90%	N	16.25%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.10%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.28%	N	11.57%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.61%	N	6.97%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.16%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.91%	N	4.58%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	98.68%	N	1.32%	↑

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

2606: LAKESIDE SCHOOL DISTRICT (GARLAND)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	93.75%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.96%	N	0.67%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.10%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.11%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.55%	N	15.68%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.07%	N	17.08%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.17%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	49.87%	N	9.98%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.01%	N	3.37%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.05%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.74%	N	0.75%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	15.79%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	15.79%	N	34.72%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	36.84%	N	24.86%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2607: MOUNTAIN PINE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	55.56%	N	29.44%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.57%	N	1.28%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.96%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.96%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.08%	N	32.15%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.25%	N	32.90%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.60%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.33%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.33%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.00%	N	5.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2703: POYEN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.34%	N	23.89%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.34%	N	28.81%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.84%	N	13.01%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.86%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

2705: SHERIDAN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	72.22%	N	12.78%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	5.70%	N	3.41%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.89%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.89%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.11%	N	24.12%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.48%	N	25.67%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.47%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.14%	N	3.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.28%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.66%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	87.07%	N	8.42%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑



Arkansas Department of Education Special Education Unit

2803: MARMADUKE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.82%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.05%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.05%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.96%	N	23.27%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.85%	N	32.30%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.36%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.41%	N	1.77%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

2807: GREENE COUNTY TECH SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	88.89%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.41%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.33%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.33%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.75%	N	21.48%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.86%	N	23.29%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	32.94%	N	26.91%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.29%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.68%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	10.00%	N	23.95%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	100.00%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	100.00%	Y	N/A	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	97.30%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	100.00%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	↔
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School Age (k-12) Rate	93.18%	95.49%	94.92%	N	0.57%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

2808: PARAGOULD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.74%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.28%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.28%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.44%	N	19.79%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.44%	N	24.71%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.45%	N	0.09%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.22%	N	3.63%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.45%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.46%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	94.12%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	72.41%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	81.82%	N	9.60%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	62.07%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	72.41%	N	3.05%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	86.67%	N	6.21%	
School Age (k-12) Rate	93.18%	95.49%	91.75%	N	3.74%	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

2901: BLEVINS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	94.87%	N	0.13%	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.44%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.11%	N	26.12%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	7.89%	N	31.26%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.90%	N	7.95%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.13%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.27%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


2903: HOPE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.97%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.00%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.12%	N	28.11%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.12%	N	33.03%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.17%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	39.92%	N	19.93%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.13%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.52%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	95.65%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit


2906: SPRING HILL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	0.00%	N	85.00%	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.30%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.30%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	23.08%	N	11.15%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	38.46%	N	0.69%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	2.38%	N	1.02%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	65.31%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	26.53%	N	13.89%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.04%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

2920: SOUTHWEST ARKANSAS EDUCATIONAL CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	---
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	---
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	---

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	40.76%	Y	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	90.36%	N	0.24%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	72.17%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	98.15%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	64.35%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	96.20%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	83.48%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	95.03%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education Special Education Unit

3001: BISMARCK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.33%	N	15.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.67%	N	17.48%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.66%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.26%	N	15.59%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.93%	N	1.29%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.46%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3002: GLEN ROSE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.14%	N	26.09%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.79%	N	26.36%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.37%	N	0.01%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	63.04%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.87%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3003: MAGNET COVE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.17%	N	1.88%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	23.81%	N	10.42%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.05%	N	20.10%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.50%	N	4.86%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.50%	N	0.04%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3004: MALVERN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	70.00%	N	15.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.02%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.95%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.48%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.47%	N	25.76%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.16%	N	25.99%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.24%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.14%	N	2.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.41%	N	3.77%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.22%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.19%	N	7.30%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3005: OUACHITA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.82%	N	21.41%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.38%	N	23.77%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.26%	N	0.59%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.85%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	93.33%	N	2.16%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3102: DIERKS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.51%	N	20.72%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.51%	N	25.64%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.44%	N	11.41%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.56%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3104: MINERAL SPRINGS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	90.91%	N	4.09%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	90.91%	N	4.09%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.00%	N	14.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.50%	N	21.65%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	73.97%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.59%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.11%	N	1.65%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.23%	N	4.26%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	16.67%	N	33.84%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	16.67%	N	45.03%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3105: NASHVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	93.75%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.88%	N	22.36%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.25%	N	22.90%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

58.87%

N

0.98%



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

13.21%

N

0.57%



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

0.75%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A

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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A

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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.41%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	6.25%	N	44.26%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	6.25%	N	55.45%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3201: BATESVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.50%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.74%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.06%	N	16.17%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	20.96%	N	18.19%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.35%	N	5.50%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.03%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.32%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	81.36%	N	9.24%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	78.95%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	98.28%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	85.26%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	91.58%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	94.21%	N	1.28%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

3209: SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	91.67%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.23%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.41%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.41%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.24%	N	22.99%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.24%	N	27.91%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.25%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	31.72%	N	28.13%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.57%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	100.00%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	100.00%	Y	N/A	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	100.00%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	88.57%	N	4.31%	↓
School Age (k-12) Rate	93.18%	95.49%	93.80%	N	1.69%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

3211: MIDLAND SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.00%	N	19.23%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.50%	N	21.65%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.50%	N	2.35%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.75%	N	1.11%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	100.00%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	100.00%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	100.00%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	92.86%	N	2.63%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3212: CEDAR RIDGE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.47%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.65%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.65%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.96%	N	23.27%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.96%	N	28.19%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.45%	N	0.09%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.15%	N	12.70%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.94%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.63%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	82.81%	N	12.68%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3301: CALICO ROCK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.41%	N	26.82%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.52%	N	20.63%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	85.42%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.08%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	87.93%	N	7.56%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

3302: MELBOURNE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.61%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.61%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	22.54%	N	11.69%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.54%	N	16.61%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.76%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	49.58%	N	10.27%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.56%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.12%	N	1.37%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3306: IZARD CO. CONS. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.30%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.30%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.22%	N	16.93%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	35.29%	N	24.56%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.12%	N	1.48%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	72.73%	Y	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↔
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	77.78%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	88.89%	N	2.53%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	88.89%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	88.89%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

3320: NORTH CENTRAL ARKANSAS EDUCATION SERVICE CENTER

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	---
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	---
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	---

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	2.07%	N	31.88%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	96.55%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	76.92%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	95.73%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	79.88%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	95.61%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	82.25%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	—

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--
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Arkansas Department of Education

Special Education Unit

3403: NEWPORT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	86.67%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.14%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.28%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.87%	N	23.36%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.49%	N	24.66%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.60%	N	0.24%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.42%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.21%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	92.68%	N	2.81%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3405: JACKSON CO. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.78%	N	27.45%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.25%	N	23.90%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	75.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.63%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.59%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3502: DOLLARWAY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.45%	N	1.16%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.39%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.39%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.84%	N	24.39%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.20%	N	30.95%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.04%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.83%	N	19.02%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.67%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	10.00%	N	7.54%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	92.86%	N	2.63%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3505: PINE BLUFF SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	70.00%	N	15.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.88%	N	0.59%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.66%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.26%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.77%	N	20.46%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.40%	N	21.75%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.52%	N	0.16%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	12.48%	N	47.37%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	27.06%	N	14.42%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.61%	N	2.15%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.58%	N	0.91%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	72.73%	N	27.27%	↓
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↑



Arkansas Department of Education

Special Education Unit


3509: WATSON CHAPEL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.77%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.36%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.19%	N	24.04%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.38%	N	23.77%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.08%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	33.58%	N	26.27%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.18%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.06%	N	1.60%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.03%	N	2.46%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	16.67%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	22.22%	N	28.29%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	33.33%	N	28.37%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3510: WHITE HALL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	92.31%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.33%	N	1.04%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.93%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.47%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.62%	N	12.61%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	28.88%	N	10.27%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.35%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	36.83%	N	23.02%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.65%	N	1.01%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.59%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.22%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓



Arkansas Department of Education

Special Education Unit

3520: ARKANSAS RIVER EDUCATION SERVICE CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	1.95%	N	32.00%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	84.57%	N	6.03%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	59.11%	N	8.65%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	88.77%	N	2.65%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	46.31%	N	-12.27%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	88.08%	N	3.09%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	70.44%	N	5.02%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	83.06%	N	9.82%	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.69%	N	0.31%	↓
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education Special Education Unit

3541: PINEBLUFF LIGHTHOUSE CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.85%	N	30.38%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	75.68%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

3542: QUEST MIDDLE SCHOOL OF PINE BLUFF

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	95.45%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	95.45%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.76%	N	29.47%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	78.57%	N	16.92%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3599: AR DEPARTMENT OF CORRECTION

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	---
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	---
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	0.00%	N	59.85%	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3601: CLARKSVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.64%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.48%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.48%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.81%	N	25.42%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.88%	N	28.27%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.24%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	42.18%	N	17.67%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.31%	N	2.67%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.68%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

3604: LAMAR SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	25.83%	N	8.40%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.83%	N	13.32%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.89%	N	5.96%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	18.89%	N	6.25%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	81.01%	N	14.48%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


3606: WESTSIDE SCHOOL DISTRICT (JOHNSON)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.13%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.47%	N	31.76%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	4.94%	N	34.21%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.53%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.97%	N	5.88%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.79%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	--
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School Age (k-12) Rate	93.18%	95.49%	93.97%	N	1.52%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

3704: LAFAYETTE COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.17%	N	1.88%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.41%	N	26.82%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.11%	N	28.04%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.91%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	18.18%	N	5.54%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.82%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3804: HOXIE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	71.43%	N	13.57%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.55%	N	2.26%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.82%	N	21.41%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.82%	N	26.33%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.15%	N	3.70%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.23%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.54%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.66%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3806: SLOAN-HENDRIX SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	91.67%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.55%	N	2.26%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.79%	N	20.44%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.62%	N	30.53%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.06%	N	8.79%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.45%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.19%	N	0.73%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.30%	N	4.19%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	87.50%	N	12.50%	↓
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	33.33%	N	17.18%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	41.67%	N	20.03%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3809: HILLCREST SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	50.00%	N	35.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.00%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.00%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.20%	N	24.03%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.24%	N	26.91%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.55%	N	5.30%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.30%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.90%	N	1.44%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

3810: LAWRENCE COUNTY

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	88.89%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.85%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.83%	N	22.40%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.13%	N	23.02%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innapropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

56.64%

N

3.21%



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

7.69%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

0.00%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.59%	N	0.90%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	90.91%	N	9.09%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

3820: NORTHEAST ARKANSAS EDUCATION SERVICE CENTER

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	9.28%	N	24.67%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	84.62%	N	5.98%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	82.41%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	86.00%	N	5.42%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	58.33%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	95.24%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	91.67%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	91.55%	N	1.33%	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--
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Arkansas Department of Education

Special Education Unit

3840: IMBODEN CHARTER SCHOOL DIST

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.11%	N	23.12%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.11%	N	28.04%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	100.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


3904: LEE COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.33%	N	0.04%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	94.74%	N	0.26%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	94.74%	N	0.26%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.17%	N	30.06%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.94%	N	32.21%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.66%	N	0.30%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	37.98%	N	21.87%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.63%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.55%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	88.24%	N	7.25%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


4003: STAR CITY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.74%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.74%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.37%	N	30.86%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	2.25%	N	36.90%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.18%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	73.81%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.88%	N	2.24%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.56%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4101: ASHDOWN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.33%	N	25.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.10%	N	26.05%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.45%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.34%	N	13.51%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.71%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.61%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.67%	N	3.82%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


4102: FOREMAN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.22%	N	18.01%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	24.32%	N	14.83%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.82%	N	0.46%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.42%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.02%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.75%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.24%	N	0.25%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4201: BOONEVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.19%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.05%	N	29.18%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	9.09%	N	30.06%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	52.66%	N	7.19%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.02%	N	0.38%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.59%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4202: MAGAZINE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.11%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.11%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.62%	N	24.61%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.54%	N	27.61%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.60%	N	0.25%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.04%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.28%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4203: PARIS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.73%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.73%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.54%	N	22.69%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.67%	N	22.48%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.68%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

49.28%

N

10.57%



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

11.59%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

0.72%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4204: SCRANTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.69%	N	26.54%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.54%	N	27.61%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	55.81%	N	4.04%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.98%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	96.67%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4301: LONOKE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.91%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.13%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.83%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.83%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.37%	N	23.86%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.85%	N	27.30%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.14%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	69.23%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.62%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.96%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4302: ENGLAND SCHOOL DISTRICT

2016/17 Annual Performance Report


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	77.78%	N	7.22%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.34%	N	13.89%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.42%	N	13.73%	↑

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.94%	N	0.58%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	45.45%	N	14.40%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.91%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.91%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.44%	N	1.05%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4303: CARLISLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.15%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.15%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.87%	N	15.36%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.64%	N	16.51%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	71.59%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.55%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.86%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

4304: CABOT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	73.77%	N	11.23%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.41%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.73%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.73%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.63%	N	16.60%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.85%	N	17.30%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.91%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.46%	N	11.39%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.69%	N	4.05%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.69%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	95.58%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	7.14%	N	7.68%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	18.57%	N	31.94%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	22.86%	N	38.84%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4401: HUNTSVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	88.89%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.03%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.38%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.38%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.25%	N	22.98%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.63%	N	23.53%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	50.52%	N	9.33%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.61%	N	3.97%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.69%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	89.80%	N	5.69%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4501: FLIPPIN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.17%	N	1.88%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.08%	N	20.15%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.49%	N	23.66%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.06%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.47%	N	6.83%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	88.89%	N	6.60%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices: N
Were Inappropriate Policies, Procedures, and Practices Identified by the State: N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices: N
Were Inappropriate Policies, Procedures, and Practices Identified by the State: N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	↓
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

4502: YELLVILLE-SUMMIT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	85.71%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.17%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.93%	N	25.30%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.43%	N	17.72%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	43.14%	N	16.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.73%	N	1.09%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.00%	N	0.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4602: GENOA CENTRAL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.50%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.50%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.51%	N	13.72%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.08%	N	16.07%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	83.58%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.96%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	25.00%	N	36.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4603: FOUKE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.43%	N	17.72%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	72.34%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.64%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.06%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4605: TEXARKANA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	86.67%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.80%	N	0.51%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.93%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.93%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.10%	N	18.13%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.83%	N	19.32%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.73%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	45.35%	N	14.50%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	22.20%	N	9.56%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.95%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	79.86%	N	15.63%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	96.97%	N	3.03%	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4701: ARMOREL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	32.26%	N	1.97%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.58%	N	16.57%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.52%	N	3.33%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.39%	N	4.75%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	75.00%	N	20.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4702: BLYTHEVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	76.47%	N	8.53%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.86%	N	0.57%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.31%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.31%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.86%	N	31.37%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.14%	N	34.01%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	3.87%	N	2.51%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.43%	N	13.42%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.14%	N	4.50%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.71%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.94%	N	0.55%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

4706: RIVERCREST SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	77.78%	N	7.22%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.96%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.72%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.36%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.25%	N	18.98%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.33%	N	20.82%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	3.52%	N	2.16%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.14%	N	3.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.18%	N	7.54%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.75%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


4708: GOSNELL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.74%	N	25.49%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	7.77%	N	31.38%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	2.34%	N	0.98%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.00%	N	19.85%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.59%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.58%	N	0.91%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4712: MANILA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.34%	N	23.89%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.34%	N	28.81%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	65.19%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.70%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	80.73%	N	14.76%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

4713: OSCEOLA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	7.55%	N	5.26%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.38%	N	24.86%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.42%	N	28.73%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.87%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.10%	N	12.75%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	21.01%	N	8.37%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.62%	N	1.16%	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.86%	N	3.63%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4801: BRINKLEY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.88%	N	2.59%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	93.75%	N	1.25%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	88.24%	N	6.76%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.33%	N	20.90%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.00%	N	29.15%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	3.76%	N	2.40%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.74%	N	19.11%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.88%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	6.17%	N	3.71%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.44%	N	1.05%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	7.14%	N	54.56%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


4802: CLARENDON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	87.50%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.94%	N	0.65%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	80.77%	N	14.23%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	80.77%	N	14.23%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.76%	N	29.47%	↔
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	4.76%	N	34.39%	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.98%	N	0.62%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	33.33%	N	26.52%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.05%	N	3.41%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.23%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4901: CADDO HILLS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.32%	N	26.91%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	9.76%	N	29.39%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.67%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.33%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

4902: MOUNT IDA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.94%	N	0.65%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.00%	N	14.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	18.18%	N	20.97%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

86.96%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

5.43%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

4.35%

N

1.89%



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.33%	N	2.16%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

5006: PRESCOTT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	88.89%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.59%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.59%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.57%	N	25.66%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.86%	N	26.29%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	43.22%	N	16.63%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.32%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	16.67%	N	33.84%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	16.67%	N	45.03%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5008: NEVADA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.23%	N	31.00%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.90%	N	26.25%	↑

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.41%	N	3.44%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.69%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5102: JASPER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.75%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.88%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.05%	N	26.18%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.82%	N	32.33%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	73.28%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.45%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.59%	N	0.13%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.59%	N	0.90%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

5106: DEER/MT. JUDEA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	92.31%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.22%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.33%	N	25.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.33%	N	30.82%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	75.00%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.85%	N	1.39%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	97.22%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	7.14%	N	7.68%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	21.43%	N	29.08%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	28.57%	N	33.13%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

5201: BEARDEN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.09%	N	25.14%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.15%	N	24.00%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	75.51%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.20%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.83%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


5204: CAMDEN FAIRVIEW SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	94.12%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.02%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.42%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.42%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.65%	N	16.58%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.41%	N	19.74%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-1.22%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.45%	N	1.40%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.26%	N	6.62%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.34%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.24%	N	0.25%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5205: HARMONY GROVE SCHOOL DISTRICT (OUACHITA)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.18%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.43%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.26%	N	24.97%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.11%	N	28.04%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	76.60%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.13%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.06%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.62%	N	0.87%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5220: SOUTH CENTRAL SERVICE CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	20.00%	N	13.95%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	89.66%	N	0.94%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	94.26%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	88.79%	N	2.63%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	48.36%	N	-34.45%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	92.62%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	93.46%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	—

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

5301: EAST END SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.40%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.67%	N	27.56%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.39%	N	28.76%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.21%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	37.70%	N	22.15%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.30%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.73%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5303: PERRYVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.16%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.05%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.38%	N	18.85%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.19%	N	22.96%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%

59.85%

68.78%

Y

N/A



Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%

12.64%

10.05%

Y

N/A



Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%

2.46%

0.53%

Y

N/A



Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%

33.95%

N/A

N/A

N/A



Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%

29.83%

N/A

N/A

N/A



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.63%	N	4.87%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5401: BARTON-LEXA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.23%	N	31.00%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	6.45%	N	32.70%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	34.31%	N	25.54%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.84%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.98%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.01%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	33.33%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	33.33%	N	17.18%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	33.33%	N	28.37%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


5403: HELENA/ W.HELENA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	53.33%	N	31.67%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	91.35%	N	3.65%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	91.35%	N	3.65%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.58%	N	22.65%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.63%	N	26.52%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-2.09%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	41.98%	N	17.87%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	24.69%	N	12.05%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.09%	N	0.63%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	80.65%	N	14.84%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

5404: MARVELL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.38%	N	18.85%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.95%	N	21.20%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	5.46%	N	4.10%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	33.90%	N	25.95%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.69%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	5.08%	N	2.62%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5420: GREAT RIVERS CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	44.42%	Y	N/A	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	93.75%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	74.41%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	91.76%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	59.24%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	95.80%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	84.83%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	84.93%	N	7.95%	↑
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	—

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	—
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.81%	N	0.19%	↓
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit


5440: KIPP: DELTA COLLEGE PREP SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.45%	N	1.16%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.19%	N	24.04%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.04%	N	27.11%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.60%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.56%	N	19.29%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.69%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓



Arkansas Department of Education

Special Education Unit

5502: CENTERPOINT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	95.52%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.01%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.69%	N	29.54%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.92%	N	22.23%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	34.95%	N	24.90%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.85%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.94%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5503: KIRBY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	27.78%	N	6.45%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.67%	N	22.48%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	83.78%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.41%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	85.71%	N	9.78%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5504: SOUTH PIKE COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.44%	N	0.15%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.85%	N	27.38%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.22%	N	30.93%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	59.84%	N	0.01%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	18.85%	N	6.21%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	97.32%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5602: HARRISBURG SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	61.54%	N	23.46%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.63%	N	0.34%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.52%	N	24.71%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	7.14%	N	32.01%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.71%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.92%	N	12.93%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.85%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.95%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.91%	N	4.58%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

5604: MARKED TREE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.87%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.87%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	23.91%	N	10.32%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.91%	N	15.24%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.04%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	69.23%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.69%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	97.06%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5605: TRUMANN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.81%	N	1.52%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.30%	N	24.93%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.05%	N	28.10%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.20%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.59%	N	8.26%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.63%	N	7.99%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.59%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.28%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

5608: EAST POINSETT CO. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	71.43%	N	13.57%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.08%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.29%	N	19.94%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.71%	N	23.44%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	81.82%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.64%	N	1.00%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.76%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.75%	N	1.74%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	90.00%	N	10.00%	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	16.67%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	33.33%	N	17.18%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	33.33%	N	28.37%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

5620: CROWLEY'S RIDGE EDUCATIONAL CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	7.36%	N	26.59%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	93.54%	Y	N/A	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	34.19%	N	33.57%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	97.61%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	36.77%	N	6.88%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	93.93%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	51.29%	N	24.17%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	88.46%	N	4.42%	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.60%	N	0.40%	↓
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

5703: MENA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.08%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.89%	N	20.34%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.85%	N	15.30%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.81%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	24.26%	N	11.62%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.50%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	10.00%	N	4.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	10.00%	N	40.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	10.00%	N	51.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5706: OUACHITA RIVER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.32%	N	22.91%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.98%	N	22.17%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	89.41%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.18%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

5707: COSSATOT RIVER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	84.62%	N	0.38%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.45%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.79%	N	21.44%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.12%	N	24.03%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	53.42%	N	6.43%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.90%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.53%	N	4.96%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


5801: ATKINS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.52%	N	18.71%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.41%	N	16.74%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.02%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.57%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.86%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	91.67%	N	3.82%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5802: DOVER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	26.13%	N	8.10%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	26.13%	N	13.02%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.29%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	65.45%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.66%	N	2.02%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.10%	N	2.39%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5803: HECTOR SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.33%	N	1.04%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.04%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.04%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.00%	N	20.23%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.00%	N	27.15%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.86%	N	10.99%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.77%	N	2.13%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.14%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.30%	N	4.19%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


5804: POTTSVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.64%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.13%	N	14.10%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	34.42%	N	4.73%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.03%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.




Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.



Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.86%	Y	N/A	
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.75%	Y	N/A	
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.38%	N	1.11%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

5805: RUSSELLVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	79.31%	N	5.69%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.37%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.21%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.47%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.33%	N	16.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	20.11%	N	19.04%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.71%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.34%	N	2.51%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.49%	N	7.85%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.92%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

85.13%

90.60%

N/A

N/A

N/A

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

56.66%

67.76%

N/A

N/A

N/A

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

85.26%

91.42%

N/A

N/A

N/A

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

45.67%

58.17%

N/A

N/A

N/A

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

85.93%

91.17%

N/A

N/A

N/A

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

65.54%

75.46%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	88.20%	N	7.29%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

5901: DES ARC SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	60.00%	N	25.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	93.02%	N	1.98%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.67%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.50%	N	26.73%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	33.33%	N	5.82%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.77%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.08%	N	0.62%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.11%	N	3.38%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


5903: HAZEN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	3.51%	N	30.72%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.26%	N	33.89%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.23%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	52.13%	N	7.72%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.45%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.13%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit


6001: LITTLE ROCK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	78.20%	N	6.80%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.39%	N	0.10%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.25%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.95%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.33%	N	24.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.27%	N	26.88%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-1.84%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.77%	N	2.08%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	14.44%	N	1.80%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.18%	N	0.72%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	5.36%	N	28.59%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	83.21%	N	7.39%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	61.90%	N	5.86%	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	85.09%	N	6.33%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	49.21%	N	-23.84%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	72.50%	N	18.67%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	82.01%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	91.40%	N	1.48%	↓
School Age (k-12) Rate	93.18%	95.49%	89.71%	N	5.78%	↓

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.73%	N	0.27%	
School Age (k-12) Rate	99.64%	100.00%	99.73%	N	0.27%	

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit


6002: N. LITTLE ROCK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	73.68%	N	11.32%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.55%	N	1.26%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.22%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.04%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.24%	N	20.99%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.44%	N	25.71%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-0.13%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	68.57%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.04%	N	2.40%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.07%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	3.19%	N	30.76%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	88.46%	N	2.14%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	78.13%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	96.67%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	56.25%	N	-32.46%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	90.63%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	85.71%	N	7.17%	
School Age (k-12) Rate	93.18%	95.49%	90.63%	N	4.87%	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY


Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

6003: PULASKI CO. SPEC. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.30%	N	4.70%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.87%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.77%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.87%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.04%	N	23.19%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.60%	N	25.55%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.65%

N

0.29%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.05%	N	8.80%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.86%	N	3.22%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	6.34%	N	3.88%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	80.85%	N	9.75%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	85.23%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	82.56%	N	8.86%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	52.27%	N	-32.74%	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	75.86%	N	15.31%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	90.91%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	95.24%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	90.05%	N	5.44%	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	98.85%	N	1.15%	
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

6004: JACKSONVILLE NORTH PULASKI SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.40%	Y	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.88%	Y	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.62%	N	22.61%	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.09%	N	25.06%	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%	30.14%	0.00%	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE
Percent of students inside the regular classroom 80% or more of the day

54.32%	59.85%	51.27%	N	8.58%	--
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Indicator 05-B: School Age LRE
Percent of students inside the regular classroom less than 40% of the day

13.31%	12.64%	22.22%	N	9.58%	--
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Indicator 05-C: School Age LRE
Percent of students receiving special education services in other settings

2.22%	2.46%	1.43%	Y	N/A	--
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Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program
Percent of children recieving with the majority of special education services with thier non-disabled peers

26.78%	33.95%	N/A	N/A	N/A	--
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Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility

29.89%	29.83%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	--
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School Age (k-12) Rate	93.18%	95.49%	91.11%	N	4.38%	--
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	98.18%	N	1.82%	--

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	--



Arkansas Department of Education Special Education Unit

6040: ACADEMIC PLUS CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.07%	N	22.16%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.34%	N	28.81%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	88.66%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.03%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


6041: LISA ACADEMY CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.45%	N	1.16%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.00%	N	24.23%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.55%	N	24.60%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	63.16%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.95%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.00%	N	5.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	25.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	50.00%	N	0.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	50.00%	N	11.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6043: ARKANSAS VIRTUAL CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.79%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.52%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.04%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.50%	N	17.73%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	17.87%	N	21.28%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	89.18%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.82%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	83.78%	N	11.71%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	94.12%	N	5.88%	↓

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6044: COVENANT KEEPERS CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	0.00%	N	85.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.14%	N	2.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6047: eSTEM CHARTER PUBLIC SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	29.89%	N	4.34%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	27.59%	N	11.56%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.94%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	95.40%	N	0.09%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	15.38%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	23.08%	N	27.43%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	38.46%	N	23.24%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

6049: LITTLE ROCK PREPARATORY ACADEMY CHARTER SCHOOL 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.50%	N	21.73%	↔
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.50%	N	26.65%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	100.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↓



Arkansas Department of Education

Special Education Unit

6050: JACKSONVILLE LIGHT HOUSE CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.18%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.11%	N	23.12%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.55%	N	24.60%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	100.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6052: SIATECH CHARTER SCHOOL

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	50.00%	N	35.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	33.33%	N	31.04%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	---
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	100.00%	Y	N/A	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

6053: PREMIER HIGH SCHOOL OF LITTLE ROCK

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	50.00%	N	35.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	10.53%	N	8.24%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	66.67%	N	28.33%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	88.89%	N	6.11%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.33%	N	1.52%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	20.00%	Y	N/A	↑
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	60.00%	Y	N/A	↑
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	60.00%	N	N/A	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

6054: QUEST MIDDLE SCHOOL OF LITTLE ROCK 2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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GRADUATION & DROPOUT RATES

Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
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Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	13.33%	N	11.04%	↑
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ASSESSMENT PARTICIPATION & PROFICIENCY RATES

Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
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Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	29.41%	N	4.82%	↓
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Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.76%	N	27.39%	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	67.65%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	60.00%	N	35.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6055: EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.11%	N	28.04%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	95.65%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6056: CAPITOL CITY LIGHTHOUSE ACADEMY

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	---
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	95.24%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

6057: ROCKBRIDGE MONTESSORI

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	93.33%	N	1.67%	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.14%	N	27.09%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	95.65%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	<100%	N	N/A	↔
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Arkansas Department of Education

Special Education Unit

6091: AR SCHOOL FOR THE BLIND

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	62.50%	N	22.50%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.55%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	37.50%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	31.58%	N	7.57%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	0.00%	N	59.85%	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	100.00%	N	97.54%	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	100.00%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	83.33%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	100.00%	Y	N/A	↔
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	83.33%	Y	N/A	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	83.33%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↑
School Age (k-12) Rate	93.18%	95.49%	83.33%	N	12.16%	↑

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

6092: AR SCHOOL FOR THE DEAF

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.89%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.68%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.68%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.67%	N	31.56%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.00%	N	31.15%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	0.00%	N	59.85%	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	100.00%	N	97.54%	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	↔
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School Age (k-12) Rate	93.18%	95.49%	90.91%	N	4.58%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	<100%	N	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

6094: DIVISION OF YOUTH SERVICES SCHOOL SYSTEM

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	9.09%	N	75.91%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	26.09%	N	68.91%	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	26.09%	N	68.91%	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.67%	N	22.48%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	0.00%	N	59.85%	↔
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	75.00%	N	20.49%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

6095: DHS: DIVISION of DEVELOPMENTAL DISABILITIES SERVICES

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	100.00%	N	70.17%	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	80.97%	N	9.63%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	24.94%	N	42.82%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	81.62%	N	9.80%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	24.64%	N	25.24%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	80.54%	N	10.63%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	32.93%	N	42.53%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	89.17%	N	3.71%	↑
School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	99.78%	N	0.22%	↓
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	—

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	↑
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	—
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6102: MAYNARD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.73%	N	20.50%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.69%	N	23.46%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N		Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	38.36%	N	21.49%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.48%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.37%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.72%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6103: POCAHONTAS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	72.73%	N	12.27%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.33%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.67%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	25.00%	N	9.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	24.32%	N	14.83%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.03%	N	11.82%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.49%	N	3.85%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.08%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	0.00%	N	33.95%	↔
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	83.33%	N	7.27%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	94.44%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	80.00%	N	11.42%	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	75.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	97.22%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	96.30%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	99.51%	Y	N/A	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


6201: FORREST CITY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	66.67%	N	18.33%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.08%	N	1.79%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	96.12%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	96.60%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.62%	N	22.61%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.56%	N	26.59%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	2.40%	N	1.04%	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	Y			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State		N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	22.73%	N	37.12%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	15.45%	N	2.81%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	7.27%	N	4.81%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.51%	N	0.98%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

6205: PALESTINE-WHEATLEY SCH. DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.38%	N	0.09%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.18%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.18%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	7.41%	N	26.82%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	7.41%	N	31.74%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.22%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	39.53%	N	20.32%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	3.49%	N	1.03%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.15%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6301: BAUXITE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.11%	N	24.12%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.61%	N	24.54%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.15%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	50.96%	N	8.89%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.10%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.91%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.89%	N	6.60%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

6302: BENTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.45%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.14%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.44%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.29%	N	20.94%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.77%	N	22.38%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.75%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	70.76%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.75%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	90.28%	N	5.21%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	12.50%	N	2.32%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	20.00%	N	30.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	25.00%	N	36.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6303: BRYANT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.24%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.48%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.60%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.76%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.14%	N	17.09%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.08%	N	16.07%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.13%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.51%	N	1.34%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.33%	N	0.69%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.95%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	39.81%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	88.89%	N	1.71%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	82.61%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	100.00%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	65.22%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	94.44%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	73.91%	N	1.55%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	93.18%	95.49%	83.19%	N	12.30%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

6304: HARMONY GROVE SCHOOL DISTRICT (SALINE)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.84%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.84%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.88%	N	28.35%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.59%	N	28.56%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	79.87%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.03%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.77%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6401: WALDRON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	72.73%	N	12.27%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.19%	N	0.90%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.77%	N	27.46%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.53%	N	28.62%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.10%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	64.71%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.37%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.49%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.59%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

6502: SEARCY COUNTY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	35.29%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	33.33%	N	5.82%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	72.63%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.11%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	9.09%	N	24.86%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	75.00%	N	15.60%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	71.43%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	75.00%	N	16.42%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	57.14%	N	-27.54%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	100.00%	Y	N/A	↔
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	85.71%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	93.18%	95.49%	93.94%	N	1.55%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

6505: OZARK MOUNTAIN SCHOOL DISTRICT (SEARCY)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.50%	N	21.73%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	2.78%	N	36.37%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.94%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.90%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.90%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.15%	N	0.34%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6601: FORT SMITH SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	77.89%	N	7.11%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.95%	N	0.66%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.38%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.39%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.33%	N	22.90%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.54%	N	24.61%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.56%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	62.76%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	21.94%	N	9.30%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.22%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	1.33%	N	32.62%	↓
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.



Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	92.68%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	60.87%	N	6.89%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	93.02%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	52.17%	N	-22.26%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	94.44%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	80.43%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	81.25%	N	11.63%	
School Age (k-12) Rate	93.18%	95.49%	95.77%	Y	N/A	

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	98.98%	N	1.02%	↑

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6602: GREENWOOD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.95%	N	4.05%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.55%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	22.76%	N	11.47%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.03%	N	18.12%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	72.19%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.11%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.41%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

**Indicator 07-A: Preschool Outcomes
Summary 1: Social Emotional**

85.13%

90.60%

N/A

N/A

N/A

**Indicator 07-A: Preschool Outcomes
Summary 2: Social Emotional**

56.66%

67.76%

N/A

N/A

N/A

**Indicator 07-B: Preschool Outcomes
Summary 1: Knowledge and Skills**

85.26%

91.42%

N/A

N/A

N/A

**Indicator 07-B: Preschool Outcomes
Summary 2: Knowledge and Skills**

45.67%

58.17%

N/A

N/A

N/A

**Indicator 07-C: Preschool Outcomes
Summary 1: Appropriate Behaviors**

85.93%

91.17%

N/A

N/A

N/A

**Indicator 07-C: Preschool Outcomes
Summary 2: Appropriate Behaviors**

65.54%

75.46%

N/A

N/A

N/A

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	96.41%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6603: HACKETT SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.91%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.54%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.84%	N	22.39%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.84%	N	27.31%	↓


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.33%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.00%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.46%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.91%	N	4.58%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

6605: LAVACA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	13.51%	N	20.72%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.68%	N	13.47%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	81.42%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.08%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.44%	N	1.05%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6606: MANSFIELD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.63%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.26%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.13%	N	18.02%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.20%	N	3.65%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.96%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.94%	N	0.55%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6640: FUTURE SCHOOL OF FORT SMITH

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	---
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	---
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	---
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	---
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	75.00%	Y	N/A	--
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	--
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	--

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	--
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	--
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School Age (k-12) Rate	93.18%	95.49%	None Returned	N/A	N/A	--
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	--
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	--



Arkansas Department of Education Special Education Unit

6701: DEQUEEN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	92.47%	N	2.53%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	92.47%	N	2.53%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	6.98%	N	27.25%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.28%	N	22.87%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	39.13%	N	20.72%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	18.48%	N	5.84%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.54%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.77%	N	2.72%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6703: HORATIO SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.03%	N	0.74%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.81%	N	19.42%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.67%	N	22.48%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	64.04%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6720: DEQUEEN/MENA EDUCATIONAL CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	N/A	N/A	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	34.46%	Y	N/A	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.00%	Y	N/A	↔

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	97.66%	Y	N/A	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	79.76%	Y	N/A	↑
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	95.07%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	73.21%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	99.07%	Y	N/A	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	89.29%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	93.60%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N/A	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--
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Arkansas Department of Education Special Education Unit

6802: CAVE CITY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.91%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.83%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.38%	N	18.85%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.33%	N	15.82%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.




Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.91%	N	14.94%	
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.98%	Y	N/A	
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.60%	Y	N/A	

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	95.92%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	22.22%	N	28.29%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	44.44%	N	17.26%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6804: HIGHLAND SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	21.62%	N	12.61%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.22%	N	22.93%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.80%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	36.73%	N	23.12%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	4.08%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.68%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

6901: MOUNTAIN VIEW SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	92.31%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.09%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	24.11%	N	10.12%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.28%	N	17.87%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.34%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.94%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	17.41%	N	4.77%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.81%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.30%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit


7001: EL DORADO SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.33%	N	0.04%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.64%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.09%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.29%	N	25.94%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.55%	N	28.60%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	-1.48%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	69.54%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.05%	N	7.41%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.51%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.64%	N	6.85%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7003: JUNCTION CITY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	5.26%	N	2.97%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.81%	N	19.42%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.81%	N	24.34%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	86.36%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.82%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7007: PARKERS CHAPEL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.41%	N	13.82%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.33%	N	22.82%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	77.61%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.49%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7008: SMACKOVER SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.91%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.67%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	93.55%	N	1.45%	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	93.55%	N	1.45%	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.17%	N	29.06%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.07%	N	27.08%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.04%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	78.51%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.26%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7009: STRONG-HUTTIG SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	5.71%	N	28.52%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	5.71%	N	33.44%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	76.00%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.00%	N	3.36%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↔
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	0.00%	N	50.51%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	0.00%	N	61.70%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7102: CLINTON SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	16.67%	N	17.56%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.50%	N	16.65%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.76%	N	5.09%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	7.62%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.95%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	94.37%	N	1.12%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7104: SHIRLEY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	60.00%	N	25.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.63%	N	19.60%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.20%	N	26.95%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.56%	N	12.29%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.66%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.73%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7105: SOUTH SIDE SCHOOL DISTRICT (VANBUREN)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	---
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	1.47%	N	37.68%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	62.75%	Y	N/A	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	2.94%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.62%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7201: ELKINS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	4.55%	N	2.26%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.78%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.78%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.64%	N	25.59%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.05%	N	23.10%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	54.46%	N	5.39%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.82%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.89%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	88.24%	N	7.25%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7202: FARMINGTON SCHOOL DISTRICT

2016/17 Annual Performance Report


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.73%	N	0.44%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	20.54%	N	13.69%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	22.16%	N	16.99%	↓

Indicator Met: ■ Met ■ Not Met

Year to Year LEA Change: ■ Progress ■ Slippage ■ No Change ■ Not Applicable

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	1.07%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	58.39%	N	1.46%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.89%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.70%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.36%	N	3.13%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7203: FAYETTEVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.74%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.80%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.97%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	23.38%	N	10.85%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.86%	N	15.29%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.56%

N

0.20%



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

Y

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	48.22%	N	11.63%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.42%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.16%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	90.43%	N	5.06%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7204: GREENLAND SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	83.33%	N	1.67%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.69%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.77%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.77%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.50%	N	21.73%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.00%	N	24.15%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	40.80%	N	19.05%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	8.00%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.40%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	68.57%	N	26.92%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7205: LINCOLN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.66%	N	1.37%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	12.00%	N	22.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	12.80%	N	26.35%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.32%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.06%	N	12.79%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.70%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.14%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	91.18%	N	4.31%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	22.22%	N	28.29%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	22.22%	N	39.48%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7206: PRAIRIE GROVE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.30%	N	0.01%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.12%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.12%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.58%	N	15.65%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.01%	N	16.14%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.49%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	47.34%	N	12.51%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	3.19%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	95.45%	N	0.04%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7207: SPRINGDALE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	78.83%	N	6.17%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.15%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	99.47%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	99.47%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.14%	N	19.09%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	19.39%	N	19.76%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.48%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.72%	N	3.13%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	16.46%	N	3.82%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.21%	N	1.75%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	90.09%	N	5.40%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	
School Age (k-12) Rate	99.64%	100.00%	99.48%	N	0.52%	

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7208: WEST FORK SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	88.89%	Y	N/A	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.33%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	17.76%	N	16.47%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.29%	N	24.86%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	55.92%	N	3.93%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	6.58%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.32%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	92.16%	N	3.33%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7221: NORTHWEST ARKANSAS EDUCATION SERVICE CENTER

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	5.69%	N	28.26%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	3.92%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	76.92%	N	13.68%	↑
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	67.01%	N	0.75%	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	77.54%	N	13.88%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	31.97%	N	-19.04%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	74.31%	N	16.86%	↑
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	77.21%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	87.50%	N	5.38%	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↑
School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	—

TRANSITION

Indicator 12: Early Childhood Transition
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	—
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
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School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--
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Arkansas Department of Education

Special Education Unit

7241: OZARK MONTESSORI ACADEMY SPRINGDALE

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	0.00%	N	34.23%	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	— —
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	33.33%	N	26.52%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.56%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	<100%	N	N/A	↔



Arkansas Department of Education Special Education Unit

7301: BALD KNOB SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	11.96%	N	22.27%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.30%	N	22.85%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	60.93%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	13.91%	N	1.27%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.65%	N	0.19%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7302: BEEBE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	73.33%	N	11.67%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.11%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.86%	N	19.37%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	23.83%	N	15.32%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.31%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	46.61%	N	13.24%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.50%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.09%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	90.00%	N	5.49%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
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School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔
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TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7303: BRADFORD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↔
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	2.86%	N	31.37%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	11.43%	N	27.72%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N			Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A	
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	62.90%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	1.61%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.84%	N	2.38%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	83.33%	N	12.16%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7304: WHITE CO. CENTRAL SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	2.27%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.22%	N	26.01%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	10.96%	N	28.19%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	44.55%	N	15.30%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	12.87%	N	0.23%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	97.06%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	12.50%	N	38.01%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	37.50%	N	24.20%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7307: RIVERVIEW SCHOOL DISTRICT (WHITE)

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.89%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.99%	N	15.24%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	21.52%	N	17.63%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	65.27%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	11.98%	Y	N/A	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.80%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	—
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School Age (k-12) Rate	93.18%	95.49%	94.50%	N	0.99%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.

20.00%

14.82%

N/A

N/A

N/A

B. Enrolled in higher education or competitively employed within one year of leaving high school.

48.78%

50.51%

N/A

N/A

N/A

C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

65.85%

61.70%

N/A

N/A

N/A

Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7309: PANGBURN SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	97.30%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	97.30%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	22.22%	N	12.01%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	30.56%	N	8.59%	↑

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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

0.00%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

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LEAST RESTRICTIVE ENVIRONMENT (K-12)

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Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.71%	Y	N/A	↑
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EARLY CHILDHOOD OUTCOMES

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Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	98.21%	Y	N/A	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7310: ROSE BUD SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.67%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.89%	N	24.34%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.48%	N	22.67%	↑


Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	51.01%	N	8.84%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	5.37%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.33%	N	2.16%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7311: SEARCY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	71.43%	N	13.57%	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.59%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	9.09%	N	25.14%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	14.79%	N	24.36%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

1.24%

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

≤4.00

Y

N/A



Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	33.58%	N	26.27%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.52%	N	7.88%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	2.99%	N	0.53%	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	92.22%	N	3.27%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find
 Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↑

TRANSITION

Indicator 12: Early Childhood Transition
 Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition
 Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7320: WILBUR D. MILLS EDUCATION SERVICE CO-OP

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	N/A	N/A	N/A	--
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	N/A	N/A	N/A	--
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	N/A	N/A	N/A	--
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	N/A	N/A	N/A	--
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	N/A	N/A	N/A	--

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)

30.14%

30.14%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)

0.00%

0.00%

N/A

N/A

N/A

— —

Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	N/A	N/A	N/A	— —
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	N/A	N/A	N/A	— —
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	N/A	N/A	N/A	— —

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	11.98%	N	21.97%	↑
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	0.44%	Y	N/A	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.


Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	84.21%	N	6.39%	↓
Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	75.09%	Y	N/A	↓
Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	67.86%	N	23.56%	↓
Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	44.29%	N	-26.95%	↓
Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	79.61%	N	11.56%	↓
Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	85.12%	Y	N/A	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	98.41%	Y	N/A	
School Age (k-12) Rate	93.18%	95.49%	N/A	N/A	N/A	---

DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	N/A	N/A	N/A	---
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices

N/A

Were Inappropriate Policies, Procedures, and Practices Identified by the State

N/A

Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	100.00%	Y	N/A	↔
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School Age (k-12) Rate	99.64%	100.00%	N/A	N/A	N/A	--
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TRANSITION

Indicator 12: Early Childhood Transition

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

100.00%	100.00%	100.00%	Y	N/A	↔
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	100%	Y	N/A	↔
School Age (k-12) Rate	100%	100%	N/A	N/A	N/A	--



Arkansas Department of Education

Special Education Unit

7401: AUGUSTA SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	4.00%	N	30.23%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	0.00%	N	39.15%	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	41.67%	N	18.18%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	22.92%	N	10.28%	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	4.17%	N	1.71%	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	0.00%	N	95.49%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7403: MCCRORY SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	75.00%	N	10.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	3.33%	N	1.04%	↓
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	15.09%	N	19.14%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	13.21%	N	25.94%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	57.14%	N	2.71%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	20.88%	N	8.24%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	73.08%	N	22.41%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education Special Education Unit

7503: DANVILLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.57%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.57%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	8.70%	N	25.53%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	8.70%	N	30.45%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	61.34%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	10.92%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	93.33%	N	2.16%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔



Arkansas Department of Education

Special Education Unit

7504: DARDANELLE SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	80.00%	N	5.00%	↓
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	1.63%	Y	N/A	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	98.82%	Y	N/A	↓
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	98.82%	Y	N/A	↓
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	18.56%	N	15.67%	↑
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	25.75%	N	13.40%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.26%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	45.52%	N	14.33%	↓
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	19.00%	N	6.36%	↑
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.00%	Y	N/A	↔

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	---
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School Age (k-12) Rate	93.18%	95.49%	89.83%	N	5.66%	↓
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education Special Education Unit

7509: WESTERN YELL CO. SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	100.00%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	0.00%	Y	N/A	↔
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↔
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↔
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	10.87%	N	23.36%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	15.22%	N	23.93%	↑

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.00%	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	56.92%	N	2.93%	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	0.00%	Y	N/A	↔
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	1.54%	Y	N/A	↑

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	100.00%	Y	N/A	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	100.00%	Y	N/A	↑
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	0.00%	N	14.82%	↓
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	16.67%	N	33.84%	↓
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	16.67%	N	45.03%	↓
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Timely and Accurate Data Reporting

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
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School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔
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Arkansas Department of Education

Special Education Unit

7510: TWO RIVERS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
GRADUATION & DROPOUT RATES						
Indicator 01: Graduation Rate Four year Cohort Rate - Percent of students graduating in four years (Data from 2015/16 School Year)	84.29%	85.00%	90.91%	Y	N/A	↑
Indicator 02: Dropout Rate Single Year Event Rate - Percent of students in grades 7-12 dropping out in a single year (Data from 2015/16 School Year)	1.60%	2.29%	5.26%	N	2.97%	↑
ASSESSMENT PARTICIPATION & PROFICIENCY RATES						
Indicator 03-B: Assessment Participation Rate: Literacy	98.81%	95.00%	100.00%	Y	N/A	↑
Indicator 03-B: Assessment Participation Rate: Math	98.90%	95.00%	100.00%	Y	N/A	↑
Indicator 03-C: Assessment Proficiency Rate: Literacy	14.38%	34.23%	14.58%	N	19.65%	↓
Indicator 03-C: Assessment Proficiency Rate: Math	17.01%	39.15%	16.67%	N	22.48%	↓

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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DISCIPLINE RATES & DISPROPORTIONALITY in DISCIPLINE

Indicator 04-A: Suspensions & Expulsions > than 10 days (Data from 2014/15 school year)	30.14%	30.14%	0.51%	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts whose special education rate exceeds the general education rate by more than 1.36 percentage points. (2) The LEA rate is the difference between the general education rate and special education rate. Any LEA that exceed the allowable 1.36 percentage points difference must complete a review of policies, procedures, and practices.

Indicator 04-B: Suspensions & Expulsions for > than 10 days by Special Education Race vs. General Education all races. (Data from 2014/15 school year)	0.00%	0.00%	≤4.00	Y	N/A	
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of districts identified as having innappropriate policies, procedures, and practices. (2) LEA rate is based on whether or not a LEA was identified as having possible disproportionality. Identification is the difference between the general education rate for all races and special education rate for specific races. Any LEA with a difference >4 percentage point is identified for a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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LEAST RESTRICTIVE ENVIRONMENT (K-12)

Indicator 05-A: School Age LRE Percent of students inside the regular classroom 80% or more of the day	54.32%	59.85%	77.11%	Y	N/A	↑
Indicator 05-B: School Age LRE Percent of students inside the regular classroom less than 40% of the day	13.31%	12.64%	9.64%	Y	N/A	↓
Indicator 05-C: School Age LRE Percent of students receiving special education services in other settings	2.22%	2.46%	0.60%	Y	N/A	↓

Note: Other settings includes Day Schools, Residential, and Hosptial/Home Bound but does not include students in correctional facilities or private schools.

LEAST RESTRICTIVE ENVIRONMENT (PreSchool)

Indicator 06-A: Early Childhood LRE: Regular Preschool Program Percent of children recieving with the majority of special education services with thier non-disabled peers	26.78%	33.95%	N/A	N/A	N/A	---
Indicator 06-B: Early Childhood LRE: Separate education class, separate school or residential facility	29.89%	29.83%	N/A	N/A	N/A	---

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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EARLY CHILDHOOD OUTCOMES

Indicator 7: Early Childhood Outcomes

There are two Summary Statements which are based the change between entry and exits scores for three outcome areas: (A) Social Emotional, (B) Knowledge and Skills, and (C) Appropriate Behaviors.

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or

Indicator 07-A: Preschool Outcomes Summary 1: Social Emotional	85.13%	90.60%	N/A	N/A	N/A	---
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Indicator 07-A: Preschool Outcomes Summary 2: Social Emotional	56.66%	67.76%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 1: Knowledge and Skills	85.26%	91.42%	N/A	N/A	N/A	---
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Indicator 07-B: Preschool Outcomes Summary 2: Knowledge and Skills	45.67%	58.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 1: Appropriate Behaviors	85.93%	91.17%	N/A	N/A	N/A	---
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Indicator 07-C: Preschool Outcomes Summary 2: Appropriate Behaviors	65.54%	75.46%	N/A	N/A	N/A	---
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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PARENT INVOLVEMENT OUTCOMES

Indicator 8: Parent Involvement
 Percent of surveyed parents who reported school facilitated parent involvement as a means of improving services and results for children with disabilities.

Early Childhood (3-5) Rate	92.40%	92.88%	N/A	N/A	N/A	— —
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School Age (k-12) Rate	93.18%	95.49%	94.94%	N	0.55%	↑
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DISPROPORTIONALITY: IDENTIFICATION & DISABILITY

Indicator 9: Disproportionality - Eligibility
 Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator 10: Disproportionality - Child with a Disability
 Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification (e.g. monitoring data, review of policies, practices, and procedures under 618(d), etc.).

0.00%	0.00%	≤4.00	Y	N/A	↔
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Required to Complete a Self-Assessment and Review of Policies, Procedures, and Practices	N	Were Inappropriate Policies, Procedures, and Practices Identified by the State	N/A
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Notes: (1) State rate and state target are based on the percent of LEAs identified as having innappropriate policies, procedures, and practices. (2) The LEA rate is based on if the risk ratio exceeded the cut score of 4; any LEA with a risk ratio greater than 4 is required to complete a review of policies, procedures, and practices.

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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CHILD FIND: TIMELY EVALUATION

Indicator 11: Child Find

Percent of children with parental consent to evaluate who are evaluated within the State established timeline of 60 days.

Early Childhood (3-5) Rate	99.85%	100.00%	N/A	N/A	N/A	--
School Age (k-12) Rate	99.64%	100.00%	100.00%	Y	N/A	↔

TRANSITION

Indicator 12: Early Childhood Transition

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

	100.00%	100.00%	N/A	N/A	N/A	--
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Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

	98.85%	100.00%	N/A	N/A	N/A	--
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Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
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Post-School Outcomes

Indicator 14: Post-School Outcomes

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.

A. Enrolled in higher education within one year of leaving high school.	20.00%	14.82%	N/A	N/A	N/A	---
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B. Enrolled in higher education or competitively employed within one year of leaving high school.	48.78%	50.51%	N/A	N/A	N/A	---
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C. Enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	65.85%	61.70%	N/A	N/A	N/A	---
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Note: Since this data is not collected and analyzed annually for all districts, the year-to-year change flags are based on whether the LEA rate was higher or lower than the state target.



Arkansas Department of Education Special Education Unit

7510: TWO RIVERS SCHOOL DISTRICT

2016/17 Annual Performance Report

Indicator	State Rate	State Target	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Timely and Accurate Data Reporting						

State Indicator: Timely and Accurate Data.

Early Childhood (3-5) Rate	100%	100%	N/A	N/A	N/A	
School Age (k-12) Rate	100%	100%	100%	Y	N/A	↔